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A journal for modern junior and senior high schools

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VOL. 25 JANUARY 1951 No. 5 Contents A Former Booster Turns Against Teacher Tenure William H. Fisher Teachers, Textbooks, and the United Nations Dorothy McClure Three-Part Test for Would-Be Principals Laura Edwards Golden In-Service Education of Principals: A Study C. Earle Hoshall 271 275 Selective Registration Cuts Changes, Drop-Outs John K. Herrera 278 Success Letters to My Students from Famous Persons J. Pope Dyer 280 Techniques in Teaching General Education Carlos de Zafra, Jr. 284 287 Trigger Words: They Start the Themes RollingElizabeth Pilant 290 292 Noon Activities: Effective Schedule of Recreation Bruce Allingham 295 298 The Repeaters: An English Experiment in Salvation Nelle Alexander I've Returned from Those "Greener Pastures" L. W. Anderson Departments Tricks of the Trade Events and Opinion 274 Recently They Said 283 Book Reviews 310 Findings 297 Pamphlets Received 320

NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

2.500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be doublespaced. Keep carbon copy and send us the original.

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THE CLEARING HOUSE

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VOL. 25

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No. 5

A Former Booster Turns Against TEACHER TENURE

By WILLIAM H. FISHER

THE MOVEMENT FOR tenure laws for teachers has grown rapidly in recent years, so rapidly in fact that an educator who today questions the advisability of the passage of such laws is promptly written off as "an old reactionary." The growth of the tenure movement may be illustrated by a recent incident in my experience.

Andrew Elwick, a friend of mine and a teacher of long experience in the state of Washington, has devoted a good deal of his professional activity to working for a tenure law in his state. As a visitor to the last annual assembly of the Washington Education Association, he went there specifically to speak in favor of the proposal that the organization work for such a law in the state legislature. When the question arose, no one spoke against the resolution. There was nothing for Mr. Elwick to say, as the tenure law was unanimously endorsed.

In relating this experience to me, Mr. Elwick commented on the tremendous change in attitude he had seen among educators during a relatively few years.

I went into the teaching profession in the middle thirties, during the depths of economic depression. Then, with a dearth of positions rather than teachers to fill them, it was common for teachers to be dismissed for the most light and transient reasons. I was outraged by what I observed of the treatment of teachers by administrators and boards of education. I vowed that upon every opportunity I would devote my efforts to the passage of a tenure law with teeth in it. And I have done that until very recently. Now I am beginning to wonder, and here are some of the reasons why:

 Tenure laws, wherever they exist, seem to be abused by those who have the authority to abuse them. Most administrators are fair-minded in their handling of teachers, but enough of them are not that a real hardship is worked upon some teachers in states where tenure laws exist.

Since all such laws include the probationary period, usually one of two or three years, beginning teachers are really "on the spot" during that period. Administrators don't want to be "stuck" with teachers they don't want, so the great temptation exists to dismiss teachers—frequently without justification—during the probationary period. I could cite many instances where precisely this sort of thing has occurred.

Does such a situation really mean security for teachers, especially beginning teachers who need it most of all? It does not. In fact, it means greater insecurity for beginning teachers in those states which have tenure laws. I know this from experience, having taught in both types of states. The obvious rejoinder to this argument against tenure is that, actually, it is not an argument against tenure but rather an argument in opposition to the abuse of tenure laws. However, I can no longer go along with this argument, since it is plainly time for teachers and teachers' organizations to be more realistic, more politic in the genuine sense of the word. Let us face the fact: No one would seriously argue against a probationary period; and yet, so long as the probationary period is written

into the laws, this phase of tenure legisla-

tion will be abused.

2. Tenure laws are abused by some teachers. Teachers' organizations tend to overlook this fact. I have seen such laws abused, and I state this after fifteen years in the classroom—I'm a classroom teacher as I write this. Granted, most teachers are honest and industrious and have every right to every cent of their "take home" pay. But some are professionally dishonest in the sense that they take advantage of opportunities to be non-professional—in perfectly blunt terms, to be loafers who draw their salaries with as little effort as possible.

I am well aware that this is an old argument against tenure. It has been used and tenued by administrators and others who have opposed the movement, and I have argued against it many times myself. But now—maybe it's those gray hairs that are beginning to appear—I find myself in agreement with it. I've seen enough examples to know that the argument has some validity. And I know of no other profession wherein security depends upon a law rather than upon merit.

Teachers and leaders of the profession generally are now telling us that with the raising of standards of certification and of pay (and I'll grant that there's been little if any raise in real salaries), and with the public brought to realize the vital part that teachers play in our society, we have for the first time the opportunity to make

of our work a recognized profession. Are we really going to help the cause by insisting that our security rest upon a law rather than upon demonstrated worth?

Oh yes, I know all about the argument that tenure laws permit the dismissal of teachers where valid grounds for dismissal prevail. But just as the probationary period tends to be abused by administrators, so real tenure laws can be used by teachers in such a way that dismissals—virtually for any reason—become an impossibility, and administrators are well aware of this fact.

Let's face it, if we are to make a profession of teaching we must realize that there are some teachers who don't belong in it and that tenure laws in certain instances can and do protect such teachers.

3. The most difficult-to-answer argument in favor of tenure is that even though it protects some poor teachers, it also protects some very good ones. I'll admit that there are teachers—social-studies teachers, for example—who handle controversial subjects in a stimulating way, and some of these top-flight teachers definitely need the protection offered by tenure laws. Especially nowadays, with liberalism and Communism being so readily equated, the thought-provoking teacher—that very fine person who may get into trouble in a community where psejudices are rampant—certainly needs to be defended. Amen!

Is a tenure law the best defense for him? Maybe it is. However, if he has been firing away at prejudices and bigotry, what assurance is there that he'll get by that highly insecure probationary period? And if he does get by it, and an outcropping of criticism rises around him, will he really be happy to stay in that community and will he really do his best work if he does stay?

I am well aware that this approach could be called a cowardly one. But as a teacher who has been involved in one distasteful situation of this kind, I will readily say that, to this day, I'm glad that I moved on to the next location. And this doesn't mean that I didn't fight. It does mean that because of the recriminations which surround such issues, there is no assurance that a teacher would be happy to stay in a community where he has been involved in a fight.

One final point under number 3: The advocates of tenure say that the law is worth having provided it saves one really good teacher, even though it may save ten or fifteen poor ones at the same time. Yes, they say, it is altogether worth it just to save that good teacher. I have only a question to ask. Is it worth it?

I am well aware that I have ignored one important phase of tenure, protection for administrators. Space does not permit developing the ramifications of this side of the question. In general it might be said that many of the arguments against tenure laws for teachers are also relevant for administrators.

The problem of security for educators, both teachers and administrators, still remains as one of the most important problems facing us. Nothing in this article is meant to imply that those engaged in educational work aren't entitled to protection in their positions. They are not only entitled to such protection, but they have every right to demand it. I am only questioning seriously whether the legal approach is the proper one.

There is another possible solution to which educational organizations should increasingly turn in the future. This solution is based upon the organized action of teachers within their local, state, and national groups. University and college teachers have no state-wide laws to protect them. But they do have their organizations. Let it be said for the record that there isn't a college administration in the country that doesn't shake in its boots when visited by a representative of the American Association of University Professors investigating the dismissal of a professor.

EDITOR'S NOTE

The problem of security for educators is one of the most important problems facing us, Dr. Fisher asserts. But, a long-time fighter in behalf of tenure laws for that purpose, he has now reached the conclusion that teacher tenure is not a practical or satisfactory means to the end. He states the case against tenure, and proposes what he considers a more professional alternative system. He is director of apprentice teaching and assistant professor of education in the University of Arizona, Tucson, Ariz.

Yes, it might be said that A. A. U. P. investigations come too late—that is, after the teacher has had his professional head severed from his neck. If that is a valid argument against the way in which the A. A. U. P. works, then let teachers in the great common schools of this country correct such a possible weakness in their own organizations. And if they cannot do it there, then let them create new organizations.

There is some encouraging effort in this direction. Recently in Kelso, Wash., the state and teachers' national organizations went into prompt action and for the most part cleared up a situation which showed danger of getting wildly out of line. Teachers' positions were saved, a superintendent was fired, and board of education members who were backing this unreasonable superintendent found themselves out of their board positions under the impact of the actions of righteously irate citizens. This matter was handled as it should have been handled.

Teachers' groups should face this historic fact: Organized labor groups in this country—as well as organized employers—have consistently opposed the principle of compulsory arbitration. And why? Because both sides have learned from experience that they'd rather "battle it out" under the terms

of the fluid relationship of give-and-take. Granted, with tenure laws it is more likely than not a case of teachers desiring legal protection on grounds other than wages or salaries. Still, the principle of adjudication involved in such laws is closely related to the principle of compulsory arbitration.

Let teachers' groups, if they will, take a leaf from the book of organized labor. Let them stay away from the principle of compulsory arbitration, but let them organize and expend their energies in the protection of members' rights from those unjustifiable dismissals which have ruined the lives of all too many teachers. Let us be ready at any time to defend our rights through organized action at the local, state, and national levels!

Finally, let us keep in mind that local arrangements with governing authorities are entirely in order. Teachers in their respective communities should be consistently working for the kinds of agreements which have been gained by many college faculties. Send representatives to the superintendent and to the board, present your case, and through cooperative effort work for and gain statements in writing which include those circumstances under which a reasonable amount of security can prevail among the teachers.

Such statements of local tenure exist today in many school districts. We need more of them.

What we need most of all is an enlightened, energetic teaching profession which will educate the public generally and school authorities—especially boards of education—to understand what is the meaning of security within the profession and why it is important for teachers if they are properly to carry out their tasks. Part and parcel of any such endeavor must be a clear-cut stand of teachers' organizations in behalf of the proposition that if poor teachers, or teachers who don't "fit" in a given community, are to be dismissed, notice will be given in ample time to permit them to look for other positions.

Perhaps this means that the continuing-contract law is, after all, to be preferred to the legal provisions of out-and-out tenure. Now, having stated my case, am I going to shock those of my friends who know that I have for fifteen years worked energetically for tenure laws for teachers? I hope not. The defense of those in the profession of teaching is needed today as much as or more than it has ever been needed. But it is possible to raise serious doubts as to the desirability of the strictly legal approach in such defense.

You Can Be Wrong

An unknown per cent of men and women erect a barrier to their improvement as teachers. They bristle at the approach of any suggestion that they might possibly improve. Such reaction is rooted in immature emotions. If we can identify these emotions in ourselves, we shall see more clearly our problems in promoting learning in our pupils. Perhaps then we will no longer denounce the "symptoms of resistance" as we see them in youth-unruliness, indifference.

As teachers or popils, nome resist "ideas" because of personal resentment against the person offering the idea. We do not like the supervisor or the department head or the principal or the superintendent as an individual—the grimness of his features, the color of his tie, the inadequacies of his presentation. We just don't like him—or her! So, in a thoroughly immature fashion we resent the idea, or fact, or stimulation which has come through that person.

Boys and girls in our classes may have even less restrained dislikes for us as teachers. Some unfortunate victim of environment senses the teacher's innate disapproval. The boy reeks of tobacco, he slops in his scat, he is forever noisy, uncouth. The teacher disapproves and the boy is handicapped by the emotion of two-way resentment. If a 40-year-old teacher resents the source of an idea, what can be expected of a 15-year-old pupilibree H. Furrox in Oregon Education Journal.

Teachers, Textbooks, and the UNITED NATIONS

By DOROTHY McCLURE

Am A staunch supporter of the United Nations, and believe in teaching it interestingly and vigorously in my classes," wrote a senior-high social-studies teacher in response to a recent inquiry about the study of international cooperation in his class-toom.

This point of view is undoubtedly shared by many teachers who have responsibility for helping students to understand their world. Such teachers realize that the UN is more than a temporary headline topic. They know that its activities and its problems are practical realities which affect life in the United States as well as in other parts of the world.

That writers of textbooks have also realized the importance of introducing the students to the UN is apparent from a recent textbook study sponsored by the U. S. National Commission for Unesco. The study revealed that certain information concerning the United Nations is presented in most of the U.S. history and world history textbooks currently used in junior and senior high schools. In almost every text there is some account of the origins of the UN during World War II. In a majority of the books there is some indication of the developmental connection between the League of Nations and the UN. Its purposes, structure, and the general powers of its basic parts are discussed, at least briefly. For the most part the facts given are accurate, the few identified inaccuracies dealing with relatively unimportant details. In the study referred to only textbooks or editions of textbooks pub-

lished since the establishment of the UN were considered. Comparison of the relatively earlier ones with those of more recent copyright suggests that an earnest effort to include materials on the UN is being made.

In attempting to introduce students to the UN more effectively, however, textbook authors face some of the same problems that teachers do in deciding what and how much material about the topic should be presented. What aspects of the UN are appropriate for study in the secondary schools? How can vertical articulation be achieved, as this new topic is introduced? How can material be selected and presented so that students not only study facts that are specifically accurate, but build correct understanding as well? How can the already crowded curriculum (or history text) be adjusted so that this vital new material can be included?

Current courses of study demonstrate that curriculum builders, including teachers, are still looking for satisfactory solutions to these problems. It is not surprising, then, that textbook makers have attempted to solve them in a variety of ways and, one may conclude, with varying degrees of persistence as well as success. If, as has been said, the best school in the United States is fifty years ahead of the poorest, it would seem that at least a generation divides the two extremes in history textbooks. This situation inevitably results in great variation in the treatment given the United Nations, whether measured quantitatively or studied for manner of presentation.

The teacher, faced with this considerable range in the amount and nature of treatment given the UN in various textbooks, has the particularly important task of evaluating text materials as a preliminary to interpreting and supplementing them. To provide data for this process was one of the purposes of the Unesco textbook study. From the report of the study teachers can get a picture of the range of treatment given the UN in history textbooks, which can be used as a background against which to examine particular texts. They will also find in the report suggestions to be considered in interpreting and supplementing textbook discussions of the UN. Some of these points are indicated in the paragraphs which follow. They are presented more fully, along with additional findings, in the published report of the study.

Accuracy and Interpretation

It is reassuring to discover that the facts given about the UN in history texts are accurate, with few exceptions. Of concern to teachers, however, are certain misconceptions which the student may form from many of the presentations. These incorrect general impressions may arise from the student's lack of background and his consequent failure to interpret correctly the numerous generalizations found in most of the textbook accounts. They may arise from the omission of facts which are needed to give a balanced picture. They may arise from the failure of a particular author (or set of authors) to focus the discussion on selected concepts about the UN, i.e., from the substitution of a chronological recounting of events for an interpretive discussion of a major idea. One of the misconceptions students may form has to do with the veto, and the principle of unanimity which is involved in the veto provision. Another has to do with the place of the UN in the total pattern of relations between nations, and with a realistic understanding of what it may be expected to achieve,

Veto, and Principle of Unanimity

Teachers will find that in many U. S. history and world-history textbooks, the veto is discussed largely in terms of the frequency with which the USSR has used it. The concept of the veto as it was developed at the San Francisco Conference is usually not presented. Students need this background in order to understand why the veto exists, and why it is doubtful that the UN could have been formed without it. Readers of this article undoubtedly remember the discussions in 1945 of the "principle of unanimity" as it related to the veto provision of the UN Charter. This "principle" was based on two closely related ideas which were widely discussed and apparently accepted at the time as justifying the veto provision.

First, if an international problem is to be solved successfully, the nations involved must arrive at consensus through discussion and compromise. Second, if decisions of an international agency are to be implemented effectively, they must be supported or at least accepted by the major nations, since those nations have the power needed to enforce the decision. Giving the "big five" the power of veto, it was argued, merely recognizes the existing situation. Since nations exercise about the same degree of sovereignty and independence of action today as in 1945, and since policies of international cooperation require the same kind of national support, the principle of unanimity still seems worthy of consideration.

Readers will also remember another fact not mentioned in most of the history text-books, one which helps explain why the veto exists today. It is that the veto provision in the Charter was favored by the United States and other powers who have not had occasion to use it. In fact, many persons in the United States doubted whether the U. S. Senate would ratify the UN Charter without the veto provision, which would guarantee independence of

action to the nation. They remembered our refusal after World War I to join the League of Nations or to affiliate with the World Court in the succeeding decade. A UN which did not include all the major powers seemed likely to be less effective than a UN with the veto provision.

These reasons for the existence of the veto need to be pointed out to students. At the same time they should understand that the USSR has used the veto in ways not envisioned when the Charter was written, another fact not clearly presented in most of the textbooks. It was assumed at San Francisco that the veto would be invoked on major issues only. The USSR representative, however, has used it as well on minor questions, and in such a way as to obstruct the work of the Security Council. Thus the veto has been given a high "nuisance value" in the eyes of the rest of the world, and there has been a tendency in the United States to overlook the original reasons for its adoption. Considering these aspects of the veto will help students see the question in perspective.

Teachers will also wish to help them to see that the difficulties surrounding the use of the veto are symptoms rather than causes of the UN's problems. Underlying the veto question is the basic need for member nations to approach controversies with a willingness to consider various views, to try to find common ground, and eventually to accept a solution which may represent less than the original demand, i.e., a need for conciliation and rational (as distinguished from appeasing) comprossise.

The UN-An Agency, Not a Government

Many teachers, familiar with the popular disillusionment about international cooperation which accompanied the disintegration of the League's political efforts, have been concerned about the danger of overselling the UN. This may occur if great expectations are aroused without there being developed at the same time an ade-

EDITOR'S NOTE

Miss McClure wishes us to print the following explanation of the study whose findings she reports: "Unesco, in 1949, requested each of its member nations to undertake a study of its own textbooks to determine the nature of the treatment given to international agencies. The United States National Commission for Unesco responded by arranging for such an examination of history textbooks to be carried on under the joint sponsorship of the Unesco Relations Staff of the U. S. Department of State, the American Council on Education, and the U.S. Office of Education. Dorothy McClure, then Specialist for Social Studies and Geography in the Division of Elementary and Secondary Schools of the Office of Education, served as project chairman and prepared the report of the study. The study was based on intensive analysis of thirty U.S. and world history textbooks, and spot checks in that many more, to see how much space was given to international agencies and how that space was used. Intermediate grade, junior high school, and senior high school histories were included. In the report of the study, the findings are given by subject area (U.S. or world history) and by grade level. This organization of the report was decided upon partly for the convenience of teachers, who work at one particular grade level in one of the subject areas. The report of the study is to be published during the fall of 1950 by the Government Printing Office.

quate understanding of the nature of international agencies. From many of the history textbooks, students may develop the expectation without the understanding. They are likely to need the teacher's help in recognizing that there are basic differences between a government and an agency of international cooperation such as the UN. They need to understand that the UN itself has no power to make or enforce laws, for example.

By presenting ideas such as the following.

the teacher can supplement the textbook discussion to help students look at the UN realistically: The success of the United Nations in developing a policy and enforcing it depends on the support given by its member nations. To give such support nations may delegate to the UN the powers needed to implement a particular policy. On the other hand, member nations may reshape national policies on the point at issue so that the national policies of UN members are coordinated. For example, when the UN calls for freer international trade as a means of raising living standards in many parts of the earth, member nations may delegate to the UN the authority to readjust tariffs, outlaw embargoes, and so on: or each may work within its national framework to develop a more liberal trade policy.

Recollection of the ups and downs of reciprocal tariff arrangements in the U. S. Congress and of the trade policies of other nations since World War I makes it seem more realistic, at this stage in international cooperation, to expect the policy to be carried out (if at all) through the development of more liberal trade policies by individual member governments than through delegation to the UN of the powers necessary to act. The failure, so far, of efforts to set up a permanent military quota system for an independent UN police force is another case in point.

There are other related ideas which teachers can encourage students to investigate and discuss as a supplement to the text account, when the problem of what we may expect of the UN is being considered. One is concerned with conflicts of national interests. Americans know from their own experience that the existence of an authorized government (as distinguished from an agency such as the UN) does not automatically end conflict between groups within the government, nor guarantee there will never be civil strife. Extending this to the world scene, one must recognize that

there will be rivalries between groups-i.e., nations-and that the rivalries may produce conflict.

The major purpose of an international agency in the political field is to provide ways of resolving the conflicts through peaceful means, without resort to war. Another related idea is that the UN, to grow in effectiveness, must have a chance for its agencies to work on real problems—but that it can only work effectively on them if member nations give it enough authority to investigate and act, and will act themselves to carry out its recommendations.

Difficult Terms to be Explained

Teachers can improve the quality of learning by anticipating difficulties students may encounter in their study. One of the obstacles they are likely to meet as they study about the United Nations in their history textbooks is the use of technical, or at least difficult, terms without adequate explanation. A list of those to which teachers may properly be alert, because they appear in a number of junior- and senior-high-school history texts without explanation, includes the following:

abrogation (of a treaty) arbitration aggression, aggressor collective security conciliation continental solidarity economic boycott international law isolationists internationalists intervention legal rights (of a nation, under international law) mandates
mediation
sanctions, economic and
military
secretariat
sovereignty, national
sovereignty
Statute (of Permanent
Court of International
Justice)
territorial integrity
totalitarianism
trust territories

Most junior-high-school boys and girls will be unfamiliar with terms such as these, and many senior-high-school students will need to have them explained. Where classes are reading in a single text, the teacher will undoubtedly examine the reading assignment to determine what terms contained in it need explanation. This list may be useful nevertheless as one to check against. If class members are studying about the UN in a number of different textbooks, or in other reading materials, the list may serve as a preparatory vocabulary exercise.

The relative emphasis, in textbook discussions, on problems and achievements of international agencies is probably significant for student attitudes toward such organizations in general, and the UN in particular. It is significant, also, for correct understanding of the work of the UN. In many of the history texts which have been analyzed, the balance is heavily on the side of problems and failures. This is consistent with the general public's knowledge of the UN, of course, but it suggests one area in which teachers may supplement the textbook material with information which is available from the United Nations Department of Public Information and the United States Department of State.

In many of the history texts there is little consideration of economic and social activities (as distinguished from general statements of purposes) of the UN and its branches. This suggests another area which must be considered in planning for the study of the UN—the past achievements and the on-going programs of the World

Health Organization, the International Labor Organization, Unesco, etc.

The fact that most textbooks for junior-high U. S. history, senior-high U. S. history, and world history contain much the same information about the UN may reflect current practice as revealed in courses of study. Nevertheless, it suggests a problem of vertical articulation in the social-studies program, one which might come to rival that associated with Columbus's recurring discovery of America in the middle grade, the junior high school, and the senior-high-school U. S. history course. It deserves consideration by teachers and curriculum committees, as they plan for a developmental twelve-year program.

Teaching the United Nations "interestingly and vigorously" will involve the use of history textbooks, along with other learning materials, since most of the texts provide important basic information about the organization. As their students use the texts, however, teachers must be alert to know what general picture of the UN the pupils are forming as well as what specific facts they are absorbing. Teachers will need to supplement the textbook information for the points previously suggested and for others which are reported in the Unescosponsored study.

No More School-Building Monstrosities

There are many manufacturing plants, stores, and homes—to say nothing of office buildings—that are far more beautiful and serviceable than the average school building of today.

One reason for this lack of progress in schoolbuilding design is the fact that we have too few architects who have specialized in modern school planning. The tendency in small communities is to retain a local architect, and much of his finished work reflects the type of architecture that he has done in the past. It lacks many of the basic school needs. School design requires even more research and planning than does the average manufacturing plant, home, church, or office building. A school should be highly functional. Too much attention has been given to its architectural embellishments and not enough to its ultimate use. A structure that is plain, well planned, designed with great economy, but with a decided purpose, will be a thing of beauty in itself. . . .

It is with a feeling of sincere thankfulness that we find present-day planning drifting away from the monumental type of school building. The ratio of the cost of a monumental monstrosity as against a workable, well-planned building has no comparison. The trend is toward using as a starting point the inside function and operation of a building and not its monumental value to a community or a group. If monuments are to be erected to a school board or an educational leader, let them be in the form of statuary, or functional buildings.—E. H. Garinger in North Carolina Education.

A Three-Part Test for Would-Be Principals

LAURA EDWARDS GOLDEN

TO YOU WANT to be a principal! You've Staken a good many courses in supervision and administration. You are a highschool teacher, or a manual-training teacher, or a not-to-lowly-any-more grade teacher. You feel quite sure that you will not make the many mistakes that principals you have had, and that you have heard of, made so frequently. They just weren't democratic; that was the trouble. They didn't know how to get along with people.

Oh, but you do! You will be democratic! Will you? Suppose you take this test. It is intended to test your potentialities as a principal by checking your actual actions as a teacher. There are three parts to it-recall,

completion, and yes or no.

Part 1. Recall

Do you recall the times you said these things about your former principals?

 "He never has a good word for anyone. He actually said he had the damnedest bunch of teachers he ever saw."

Question 1. What was that you said about your new class in the lunchroom? I think you used the word worst. Oh, but they are only children! That's different, Is it?

2. "He has his nerve telling me I must be on that committee. I didn't volunteerwhere's the democracy he talks so much

Question 2. What did you say to the child in your class who didn't "volunteer" to give a report in social studies class?

3. "She just isn't human. I was out sick and she didn't even ask me how I felt. She

just pointed out how much trouble my class had caused."

Question 3. What did you say to Joey when he came back after being out ill two weeks? Did you ask him how he felt or did he get a scolding for not keeping up with his lessons while he was home?

4. "You'd think we were dopes. He doesn't give us credit for anything."

Question 4. Do you boost the children in your class? Do you find out their good points-give them a pat on the back once in awhile; or do you feel they would stop working if you praised them?

5. "You can't breathe without getting his permission. Really, I get tired of saying, "May I do this? Oh, please, may I do that?"

Question 5. How much freedom do you give your pupils? What are the rules you have made about their leaving the room? Can they get handkerchiefs from the cloakroom, books from the bookcase, or borrow a pencil without first asking permission?

6. "For pity sakes. Now he says that when we are on hall duty we may not talk to the teacher standing next to us. See who is going to write down our names if he catches us! Principal's pet! Well, we'll ostracize him. The nerve!"

Question 6. Don't you often leave a child as monitor to report anyone who talks? Not even a whisper must there be while you are out of the room!

7. "He can't smile. It would crack his face."

Question ?. Aren't you called Old Stoneyface, secretly, by the children? Remember that morning when Joey spilled the ink, Jane answered you back, and Mary's mother was disagreeable? What was your face like for the rest of the day?

 "What a principal! He marked me down and then he couldn't or wouldn't give me any real reason."

Question 8. What was that you said to Helen's mother? "My dear Mrs. Jones, I cannot take time now to tell you why Helen got those marks. She deserved them or she wouldn't have gotten them."

9. Remember this one? "He says at meetings, 'Are there any questions?' and then looks at us as though we are poison when we ask one."

Question 9. What do you say to your children when they ask questions? Does saying that a question is stupid (It might be) help the child to feel free to formulate into good questions inquiries about the many things he does not quite understand?

How did you rate on this part of the test? Try part two.

Part II. Completion

You are now a principal on trial,

 What would you do if one of your teachers said to another in your presence, "You're up to your Jewish tricks."

What did you do when little Dick called James a dirty nigger?

2. What would you do if your teachers voted a very weak teacher to be chairman of what you considered the most important committee in your school?

What did you do when the boy you considered the worst one was elected president of your class?

3. What would you do if an irate parent swore at you because you were transferring her child to another school?

What did you do when Johnnie said to you, "You think you're damned smart because you're a teacher," after you made him tear up his funny books?

4. Your teachers do not want a parentteachers association. You do. How would you get one? Would you work and wait until they were ready, or would you issue an edict "for the good of the school"? Or what would you do? What did you do when your principal said every class should have a good-will club, and your class did not want one?

5. What would you do if one of your teachers was late many times?

What do you do when a child comes in late again and again?

6. You walk into a room. You see a map on a bulletin board. You tell the teacher to take it down. What do you do if she says, "What's wrong with it?"

How did you act that day Ben asked why his paper was marked B and not A? Do you permit children to question your judgment?

7. What would you do if a child came to you and complained about his teacher?

What did you do when a child in your class complained that the monitor or a patrol was not fair?

8. What would you do if two teachers in your school did not talk to each other?

What do you do when a couple of children in your class constantly quarrel?

Part two is hard to mark, isn't it? Just what are democratic procedures? How far do you go as a teacher? How far, as a principal, would you be prepared to do unto teachers as you wish principals had done unto you?

EDITOR'S NOTE

Are you ambitious to become a principal? If so, Mrs. Golden has prepared a test for you—or should we say a booby trap? You can take this test without having a single course in Educational Leadership and without reading any books on "Principles of Administration"—but not without batting an eye. For the test is based upon what you are doing right now. If you flunk this one, don't worry too much; you'll probably become a principal anyhow. Mrs. Golden teaches in Central Avenue School, Newark, N. J.

Part III. Yes and No.

Again pretend you are a principal as you answer yes and no.

 Can you keep your temper when someone is disagreeable to you?

Do you take it as a personal insult when a child in your class is angry or acts rudely to you?

a. Would it embarrass you if one of your teachers pointed out an error you made while other teachers were present?

What do you do if a child in your class tells you you have misspelled a word on the board?

3. Could you do a jig, or a somersault, or recite a silly poem at a party of school people?

Do you ever act silly or joke with your class or are you afraid of losing your dignity (or control)?

4. Would you let the parents vote on some question of school policy and abide by the vote?

Do you let your class vote on schoolroom procedures and do you abide by the results?

5. Would you mind if the teachers called you by your first name? It might happen in front of the children!

Do you let your class know your first name?

6. If you had a doctor's degree would you insist on the teachers and children calling you by your title?

When the children say "Hi, Mr. Jones," and grin at you, do you insist they say "Good morning, Mr. Jones)"

7. If a teacher made a suggestion for the

study of a reading problem, would you appoint someone else whom you thought would be better to make the study?

Do you give children credit for their ideas and use their enthusiasm to improve their status with themselves and their companions?

8. Would you ask the teachers to vote on every problem of school procedure that arose?

Do you ask the children to vote on all things, including fire-drill procedure?

g. Would you say, "I want my school to be a good one and anyone who won't cooperate can get out?

Do you say, "My class is going to be orderly, obey rules, and learn the lessons. I won't have a child in my class who doesn't!"

10. Would you work to have a friendly school?

Are the children in your class friendly to you and to one another?

Do you see the point? Do you still think you would make the kind of person you'd like to have for a principal? If you are not that kind of person as a teacher, do not expect that an M.A. or an Ed.D. or even a Ph.D. will change your behavior patterns! How many non-autocratic teachers were there in the past? Teachers who have complained about bossy, autocratic principals have been expecting miracles. A teacher who becomes a principal carries his mind sets, his behavior patterns with him to his new job.

Catch-All "Citizenship"

Citizenship is a word of generality with differing meanings for different people. Patriotism, free enterprise, religion, thrift, honesty, courtesy, good behavior, critical thinking, propaganda analysis, and knowledge of American history are frequently used as synonyms for citizenship. These varied meanings of the word citizenship are reflected in current programs of citizenship education. Today, almost anything that is done under school auspices is defended because of "citizenship" values. As long as citizenship is used as a vague catch-word for all that is good, schools face the danger of not developing better citizens because their programs are not focussed on a few areas where improvement can be made.—STANLEY E. DIMOND in School of Education Bulletin (University of Michigan).

IN-SERVICE

Opinions of 251 on value of activities

education of PRINCIPALS

By C. EARLE HOSHALL

A RECENT QUESTIONNAIRE study by the author attempted to determine (1) what in-service education techniques have been and are being used by high-school principals, and (2) what were the principals' opinions of the relative value of these techniques to their own professional growth. Two hundred fifty-one high-school principals scattered throughout forty-six states replied.

High-school principals have had participation in or made use of techniques in this order (precedence in listing indicates greater use or participation;

1. Attendance at professional meetingscounty, state, national

2. Membership in professional organiza-

3. Reading professional journals

Participation in community-service organizations

5. Study or reading of professional or other books pertinent to education

6. Participation in community youth organizations

7. Participation in community church organizations

 Pursuit of personal independent educational research

Organizing or serving with community councils

Speaking or participating in professional meetings—county, state, national

11. Working as member of curriculum committees

12. Participation in work of parentteacher associations

13. Organizing or directing work of curriculum committees

 Organizing or participating in educational workshops

15. Preparation of press bulletins

 Member of Cooperative Study evaluation committee or other such committee evaluating different schools

17. Trial and error experimentation or "tinkering"

18. Publishing professional articles.

Emphasis in principals' activities has thus been given to professional organizations and community participation, with reading and study of professional literature high on the list. It is surprising to find that participation in parent-teacher associations is in twelfth position, because this would seem to be one of the more usual activities of high-school principals. One should also note the fact that service with curriculum committees, evaluation committees, and participation in educational workshops are far down the list, with the publishing of professional articles at the very bottom.

It is amazing to find trial and error experimentation or "tinkering" in the next to last position. One wonders if this might be because principals are hesitant to admit the use of this technique.

Of greater importance to in-service growth was not so much what they did but how valuable this activity appeared to be to them. The value of the listed techniques to the professional education of principals was judged by these principals to be relatively in this order:

1. Organizing or participating in educational workshops

2. Reading professional journals

3. Member of Cooperative Study evalua-

tion committee or similar committee evaluating other schools

- 4. Organizing and directing work of curriculum committees
- 5. Study or reading of professional or other books pertinent to education
- Pursuit of personal independent educational research
- Working as a member of curriculum committees
- Membership in professional organizations
- Attendance at professional meetings county, state, national
- 10. Membership in community service organizations
- 11. Participation in community youth organizations
- 12. Organizing or serving with community councils
- 13. Speaking or participating in community church organizations
- Participation in professional meetings
 —county, state, national
 - 15. Publishing professional articles
 - 16. Preparation of press bulletins
- 17. Participation in work of parentteacher associations
- 18. Trial and error experimentation or "tinkering."

"Value" Compared with "Use"

When this list of "values" is compared with the list of "participation and use," the first reaction one has is that principals spend a lot of time with techniques that they judge to be of little value.

Attendance at professional meetings and membership in professional organizations top the list of participation but do not appear on the list of value until positions nine and eight respectively. Yet organizing and participating in educational workshops in position fourteen and member of "Cooperative Study" in position sixteen of the participation list are in positions one and three, respectively, on the list of value. Likewise, working as a member of curricu-

lum committee in position eleven, and organizing or directing work of curriculum committees in position thirteen of the participation list climb to positions seven and four respectively on the value list.

However, reading professional journals occupies position three on the participation list and position two on the value list; pursuit of personal independent research in position eight on the first list is in position six on the second list; and study or reading of professional or other books pertinent to education is in position five on each list. Also preparation of press bulletins, trial and error experimentation or tinkering and publishing professional articles are at or near the bottom of both lists.

It should be encouraging to educators to note the types of techniques that highschool principals give precedence on their lists rating value to professional education. Opportunities for making use of such techniques are virtually unlimited in most cases, and at little or no cost to the principal.

The workshop idea has been given great impetus and rapid expansion by colleges throughout the country, and workshops are being so located as to be available to large numbers of in-service principals and teachers. Reading and study of professional literature and the pursuit of independent research can be carried on in the home or at school or in summer sessions, if no other arrangements are convenient. School evaluation can be a local or near community experience, and curriculum committees a local school technique.

If it is true that these techniques are the most valuable to the professional education of the high-school principal, then advancement and progress in the professional education of high-school principals does not wait upon some revision or change or the introduction of new courses or services by colleges, nor upon costly building or other expenditures, nor upon Federal aid, Instead, such advancement rests squarely upon the principals themselves and depends upon their desire and willingness to take advantage of available opportunities.

It is recognized that the high-school principal must usually carry on rather wide participation in community affairs, committees, councils, clubs, and other organizations. This undoubtedly contributes to the success of the whole school program. However, it is understandable that principals should report that much of this type of participation has relatively lesser value to their professional education than some of the other techniques. One might regard the principal in his community relations as the teacher of the community from the school point of view, in which his essential job is "giving" and not "getting" in a personal sense. What he "gets" from his participation, if he is successful, is enlightened community opinion and support for his educational program rather than an advancement of his own professional education.

Membership in professional organizations and attendance at professional meetings, which top the list of participation, drop almost half-way down the list of judgments of value. This need not mean that principals are suggesting that such attendance is inadvisable or should be discontinued. The value of professional organizations and their periodic meetings to the educational profession as a whole and to the interests of education in general are sufficiently well recognized to prevent such an interpretation being made. However, it would seem to indicate that principals recognize that merely belonging to professional organizations or attending their meetings does not achieve advancement in the individual's professional education.

Conventions Ranked Low

It may be that the principals are implying criticism of professional organizations or the meetings which they sponor. If so, it is a type of self-criticism and may be valid. I have observed over a period of years—involving numerous conventions and

EDITOR'S NOTE

Dr. Hoshall has obtained data from 251 high-school principals in 46 states on the frequency with which they participate in or use 18 different techniques for their own in-service education—and also their opinions of the relative value of the 18 activities. He draws some interesting conclusions from the disparity in the placement of the activities when listed in order of most frequent use and in order of estimated value. Dr. Hoshall is chairman of the Division of Education and Psychology in Western State College of Colorado, Gunnison, Colo.

other such meetings—that many administrators and some, but relatively fewer, teachers look upon the meeting of a professional organization as a means of taking a vacation, having a good time, or making personal contacts that will lead to better jobs. The advancement of their own personal and professional education either does not enter the picture at all, or is conveniently remote.

There is some difficulty in understanding the relative position given to publishing professional articles on the value list, where it occupies position fifteen near the bottom. It may be that since relatively few principals, as evidenced by the participation list, have actively engaged in the publishing of professional articles, they therefore are unqualified to judge the value to professional education of this technique. This may explain the seeming incongruity of their placing reading professional journals, study or reading of professional or other books pertinent to education, and the pursuit of personal independent educational research among the top six most valuable techniques, and then placing publishing professional articles, which includes the three techniques just mentioned and, in a sense, crowns their achievement, in fifteenth place.

Nine high-school principals each added one additional technique to the list, and emphasized it as being of great value. These nine techniques, each mentioned but once, were: hard work, keeping up with world events, writing theses, working with other principals, working with policies committee of own school, working with city-wide committee on special problems, travel, hobby, and teaching adult classes.

Iricks of the Irade

By TED GORDON

CONVENIENT CARRYALL—You can utilize those 5- and 10-cent store paper trays, divided for picnic purposes into three or four compartments, to separate small items which are being used in a class by individuals or by groups.

BULLETIN BOARDS—Clippings which are of momentary interest can be displayed without using limited bulletin-board space. Paste them on wrapping paper which can be scotch-taped to the blackboard, or paste wrapping paper on heavy cardboard and hang it from the top of the blackboard. One sheet of cardboard lasts several weeks with a new covering of wrapping paper every few days.—Iris Mulvaney, Tucson. Arit.

STARTER-To some extent teaching is showmanship. One good way to start a class is to have a really interesting object.

Editor's Note: Readers are invited to submit aids and devices which may be of help to others. Please try to limit contributions to 50 words or fever—the briefer the better. Original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to The Clearing House. Dr. Gordon teaches in East Los Angeles Junior College, Los Angeles, Cal.

picture, or clipping for the class to see or hear. This focuses attention and, especially if you can get a laugh into it, you're off to a good start.—Carlos de Zafra, Jr., John Marshall High School, Rochester, New York.

PETER PIPER—For voice diction practice, a classified collection of tongue twisters typed on individual cards can be fun to distribute and use for practice in the classroom. Your students will help you to build your collection.—No: ma J. Reno, University of Pittsburgh.

"THE POWER OF 100"—Now and then I give a short quiz simple enough so that even the slowest may get a 100. It is wonderful for their morale. Some of these people never get a 100. One student of mine remarked, "Gee, my first hundred at Junior High." Just the light on their faces when they see their grade is worth it. Try it and see!—Valle Lattanzio, Jones Junior High School, Hartford, Conn.

HANDY FURNITURE—For inexpensive, easily-adjustable-in-many-combinations furniture, be it cabinets, book shelves, files, try getting some "orange crates" for ten or fifteen cents apiece. You can saw, hammer, attach them in a multitude of combinations. (We don't offer this as a new idea. It used to be said that Progressive Eduation was founded upon the possibilities of the orange crate.—Ed.)

"Teacher Suggestions" and ADMINISTRATION

By M. L. STORY

NE OF THE best earmarks of democratic school administration is the provision of a regular avenue by which teacher suggestions may be heard and used in shaping the policies of a school. Too often the channel of communication in schools is a oneway affair-from the top down. Traditional practice in administration has often placed a strong emphasis upon this "handing down" of policies, with a conscious disregard for staff participation. However, we have awakened rapidly to the realization that if there is to be any semblance of a truly cooperative effort in school planning, teachers' suggestions and viewpoints must be encouraged, welcomed, and heard,

In a recent study of democratic practices in school administration I included teacher suggestions as one of a large number of basic areas and attempted to ascertain prevailing viewpoints and practices concerning their use. Participating in the study were 1.817 educators (920 teachers, 897 administrators) in cities throughout the nation.

From the results of the study it is interesting to note that while there are widely differing opinions on the actual importance which should be attached to teacher suggestions, there is a general recognition of their relevance to democratic administration.

As a preliminary part of the inquiry, this question was asked of the participants: "How democratic is your school system in its characteristic practice with respect to seeking and utilizing teacher suggestions for the improvement of the school?" The 1,817 respondents' answers are given in Table I.

These responses show that a gratifying majority of teachers find their own systems to be practicing democracy in this important respect. It is especially significant to note that only a small number find their schools to be seriously lacking in this democratic practice, as indicated by the choice of "Does not conform to my idea of democratic administration in any way."

In another part of the study four criteria

TABLE 1

OPINIONS OF 1,817 TEACHERS AND ADMINISTRATORS ON THE EXTENT TO WHICH THEIR SCHOOL SYSTEMS ARE DEMOCRATIC IN SEEKING AND USING TEACHERS' SUGGESTIONS

	Number Choosing Response	Per Cent Choosing Response
Conforms fully to my idea of a democratic way of administration Conforms in most important respects to my idea of a democratic way of adminis.	863	47:5
tration.	721	39.7
Conforms in only a very limited way to my idea of democratic administration.	130	2.8
Does not conform to my idea of democratic administration in any way am undecided or have insufficient knowledge for rating	33	1.7
No response	33	1.8
[otal	1,817	100,0

This tabulation shows a fairly consistent tendency on the part of school personnel to indicate the belief that more importance should be attached to teacher suggestions than is normally given in their own systems. A comparison of the two right-hand columns shows that an appreciable difference exists between their own opinions and the actual practices existing. Opinions seem to favor giving much more weight to teacher suggestions.

It is also significant to note that a very wide difference of opinion seems to exist concerning the actual policy which should generally govern the handling of teacher suggestions.

In another part of the study opinions were invited concerning the essentiality or importance of a particular formal practice in dealing with teacher suggestions. Participants were asked to indicate whether they believed the following practice to be "essential," "important," "immaterial," or "undesirable":

A formally constituted committee exists for the

purpose of considering and passing on suggestions and recommendations submitted by the teachers.

The response was as follows: "essential" -40.8%; "important"-44.8%; "immaterial"-6.0%; "undesirable"-3.1%; no response-5.3%.

It is interesting to see that the respondents overwhelmingly favored such a formal practice, forty per cent of them considering it "essential." Since this question was formulated for the purpose of determining whether some specific practice was considered important to democratic administration, the response seems to show a strong feeling that definite administrative machinery for considering teacher suggestions is highly desirable.

As a final part of the study, participants were asked to list practices in their schools which they considered to be strongly democratic. Fittingly enough, an appreciable number of the responses submitted were statements on the use of teacher suggestions in administration. A few examples are quoted here as representative of the many opinions listed:

Teachers' opinions and suggestions are always invited and respected. (Teacher-Senior High)

Teacher group suggestions of policy are given careful consideration by the administration. (Teacher Second Grade)

Teachers are allowed to decide on the number of group meetings and the type of meetings to be held. (Teacher—Second Grade)

Teachers are always welcomed at board meetings and are invited to express their opinions; furthermore, those opinions are considered. (Teacher-Second Grade)

Recommendations of our county teachers' meetings are always given consideration by the superintendent and the board of education. (Junior High— Mathematics)

Our principals and superintendent as well as the school board are always ready to consider teacher suggestions. They frequently ask for polls on some issues. As a rule, majority opinion prevails, although the superintendent and the school board have the final say. Even in the most democratic organizations there must be some delegation of authority With only a few exceptions, the faculty

EDITOR'S NOTE

Does the average school system welcome and make use of suggestions from teachers on improvement of the schools? What weight should teachers' suggestions have, and how should they be handled? In his investigation of this matter, Dr. Story received replies from 020 teachers and 897 administrators in cities across the nation, with the results given here. He is professor of education at Winthrop College, Rock Hill, S. C.

TABLE II
OPINIONS OF 1,817 TEACHERS AND ADMINISTRATORS ON HOW TEACHERS' SUGGESTIONS SHOULD BE HANDLED.

Response	Your Opinion		Opinion Followed in Your School	
- Angelon	Number	Per Cent	Number	Per Cent
All suggestions submitted by teachers should be considered as motions before the house and should be put into practice if favored by a majority of the faculty. Teachers' suggestions should be evaluated by a representative faculty group and should be adopted or rejected at the discretion of that body. Teachers' suggestions should be evaluated by school administrators.	267 653	36.0	94	5.2
and adopted when there is evidence of informal approval by a ma- jority of the faculty. Teachers' suggestions should be welcomed, but they should be ac- cepted or rejected at the discretion of the school administrative	491	27.0	372	20.5
officials	253	13.8	770	41.3
Other (differing opinion written in)	30 124	6.8	46 303	3.5
Total	1,817	100.0	1,817	100.0

of our city unit seem to be satisfied with our general policies and procedures. (Junior High-Social Studies)

Teachers are given the opportunity to respond on questionnaires in regard to policies and problems relating to the system. (Teacher-Third Grade)

Teachers' recommendations for the good of the school are considered and acted upon. (Teacher— Sixth Grade)

I believe there is a growing tendency to give more respect to teachers' judgments and to welcome their suggestions. Our superintendent has an advisory council of teachers of his own selection. (High School—Mathematics)

Teachers participate and express opinions on all matters pertaining to the school without fear of results. (Elementary—Principal)

A committee of representatives from each group teachers, administrators, lay persons—exists to advise on public opinion. (Elementary—Principal)

Our teachers are free to express opinions and are encouraged to do so. (Elementary-Principal)

Our teachers feel free to discuss any problem with any one in an administrative capacity and to speak their true convictions or feelings. (Superintendent)

These opinions show rather conclusively that the effective encouragement and use of teacher suggestions is a practical and feasible means of democratizing school administration. Also, there is real evidence that an even greater emphasis is warranted in this important area and that a more tangible implementation for its continuous role in administration is in order. It is certain that the reciprocal voice of the teacher must be heard, freely and often, if we are to achieve that two-way channel of communication which is the very essence of cooperative action.

Let the teachers be heard.

Secret-Societies Secret

When a committee of the North Central Association recently attempted to make a study of secret societies in high school, the response from the twenty state chairmen of the Commission on Secondary Schools and from the high-school principals who knew of the existence of organizations of this type in their high schools or who agreed to report that they had proved especially troublesome or had been dealt with effectively was very meager. Edgar G. Johnston, secretary of the Commission, remarked: "Those who still have them, don't want to talk about it, and those who have got rid of them are keeping their fingers crossed."—L. R. KILLER in School Activities.

SELECTIVE Tolleson plan cuts bad choices, changes, drop-outs

REGISTRATION

By JOHN K. HERRERA

Oth school policy has been to make fall and winter registration as selective as possible for the student. We abided by the set course requirement of our State Department of Education and the North Central Association of Secondary Schools and Colleges, but we didn't follow the conventional pattern of registration.

The reasons for the deviation are: (1) To reduce the number of students who are dissatisfied with their course program, and who may, or may not, drop out of school for that reason. (2) To reduce the number of "change of programs." (3) To advance student participation in the selection of courses in our high school. (4) To help establish teacher-pupil rapport.

During the three days of registration, approximately \$50 students were registered.

Students were directed to a group of typewriter tables behind which were seated members of our Student Body Council. This group was supervised by a faculty member. The duty of the group was to secure personal information, such as the student's home address, birth date, parent's name, et cetera.

The student then proceeded to one of the four selected faculty members who made up what was designated as an "Interest Screen." This group conducted interviews for the purpose of finding the students' interests other than academic. These interests included such activities as music, arts, crafts, athletics, and clubs. School clubs are, in most part, academically supported, such as Future Farmers of America, Future Homemakers of America, Photo, Science, Dramatics, Commercial, and School Paper.

A short note was made of each student's

interests, and the faculty member conducting the interview directed the student to one of the instructors in the field that the student showed a preference for in the interview. The student then was actually first enrolled in an activity other than academic, but which had an academic background.

From this point on each student was interviewed by the instructor of the class that the student desired to enter. Here, too, the student interviewed the instructor concerning the nature of the course.

As the instructor filled out the student's registration card, he also made up his class roll. Thus the teacher met each student individually before the beginning of the course, and the student received "first hand" information concerning the course.

There are difficulties with this type of registration, as there are with others. Some may be removed, while others become more pronounced.

EDITOR'S NOTE

Registration at the beginning of each semester at Tolleson, Ariz., Union High School takes up three days, no less, in behalf of a more-thorough-than-usual plan that is "as selective as possible for the student." Readers with their eyes on a crowded schedule may lift their eyebrows over those three days, and consider them a sort of "Lost Weekend." But what if they reduce the number of students dissatisfied with their courses, the number who change their programs, and the number of dropouts? That's what Mr. Herrera claims for the program. He is director of guidance in the school.

Time consumption per pupil was one of the greatest difficulties. We have no desire to shorten the time, but we must be better prepared to handle this problem in the future.

The holding power of the program for the first month of school far exceeded expectations: Only six students withdrew. Two were married, two moved out of the district, and two had no interest in school. The number of students desiring to change their program was reduced. This reduction could and would be much greater, it is believed, if such outside influences as parents and school friends would let the student stand by the choice of courses he made in the first place.

There is no reason to doubt that a great stride has been taken toward the achievement of our objectives in this type of registration if the faculty will take advantage of the data compiled during the interviews and made available by the guidance department.

Behavior Patterns in Class

By MRS. CARR E. JOHNSTON

E were the sun, I might add, everything except people. This is the second year I have been a part of a child-study group of Decatur, Ga., in which teachers under Dr. Lynn Schufelt each pursued the case history of a particular child as a basis of study for all children. We have recorded the day-by-day conversations of the child, and his reactions to varying situations. We were each amazed at the typical pattern of behavior of our chosen Bill or Mary, not only from day to day but from year to year.

A comforting thought from a teacher viewpoint should be, it seems to me, that Johnny does not resent direction from me because it is "me," but because Johnny habitually resents direction from anyone. It is just Johnny acting like Johnny. Realizing there is no real personal angle in the pupilteacher contact, the teacher acquires a wholesome attitude and is better able to help the child.

Yes, that is good. We know that Johnny is the same today as he was yesterday, as are Bill and Susie and all the rest.

These revealing facts made me wonder: If the spotlight were turned on us adults, what would our case histories be? Do we always react in the same ways, too? Because I was adolescent in my behavior the time Bill had to be asked three times to sit down, will I lose my temper again in a similar situation? I'm afraid I will, just as surely as Bill will wander aimlessly around the room next year as he has this year and, as the records show, he always has. That is, my reactions will parallel my previous ones unless I turn the spotlight on my behavior patterns and consciously want to change the undesirable ones.

I have lived with myself longer than has Bill, and it will take more effort to change. If I consciously remain calm under stress; if I deliberately smile instead of frown at interruptions of a planned program; if I actually count the traditional ten instead of losing my temper, who knows, a new behavior pattern may develop so that I can agree with the statement, "Everything changes under the sun"—even people.

EDITOR'S NOTE: Mrs. Johnston teaches in Boys' High School, Decatur, Ga. Eddie Cantor, J. Edgar Hoover, Edgar A. Guest, Charles and William Mayo, Bing Crosby, Camille Kelley, and Capt. Eddie Rickenbacker wrote

SUCCESS LETTERS TO MY STUDENTS

By J. POPE DYER

DURING THE PAST the sociology classes of Central High School have written to numerous famous persons of our nation for their rules of success. These persons have been selected by the vote of each class as being their favorite candidates for the honor of being a notable success. It is our belief that these letters will prove a valuable assistance to teachers and pupils in the social-studies field, and that is why they are being offered for publication. Several letters by famous personalities, in reply to requests for rules of success, follow.

Eddie Cantor

Eddic Cantor replied in his inimitable way:

"I feel highly honored by your request, and frankly a little bit touched with a sort of stage fright I haven't experienced in many years. If what follows is self-conscious, blame it on that. Will Rogers, in answering the same query, once advised 'ambition, honesty and integrity.' I cannot hope to improve on his answer.

"For some, these are merely high-sounding, time-worn words; but with the mellowness that hard knocks and lots of experience give one, they suddenly become live, real things, and not mere words.

"We all judge success by widely varied standards. I suppose, however, we all will agree that success is fulfillment, or at least, a measure of it.

"And fulfillment, to me, is rather a large order: Happiness in one's personal life, hap-

piness in one's society, and happiness in one's business. It's a lifetime job, with no time off, and no short cuts. But it has the stamp of approval of every person I've ever respected and admired, so, for me, at least, it's O. K."

J. Edgar Hoover

J. Edgar Hoover, America's public investigator, answered:

"It is my thought that success results from a combination of hard work, a broad capacity for humility, and the ability to understand one's fellow men.

"One of our greatest Americans, Robert E. Lee, possessed these attributes in great measure, and certainly is an example to us

"All truly great men have also had a love and a fear of God and the ability to understand that other men, made in the image and likeness of God, must be respected because they are God's handiwork. The false and illusory grandeur of some individuals who have ignored this vital aspect has been everywhere exposed. These men were not only failures; they were colossal failures and ended their days in ignominy and distress."

Edgar A. Guest

Edgar A. Guest, America's popular poet, answered:

"Success in any field, I think, usually comes as the result of a determination on the part of the worker to do the best possible with every task. I am not quite sure just what failure and success are, but I feel certain that to be useful is to be happy, and to be selfish and indifferent is to be miserable.

"I can only say to you now that in my own field I have been most fortunate, but I have never quite succeeded in doing as well as I thought I should. This, however, seems to be the fate of most of us. We go on trying our hardest to do our best from day to day, but it always seems to elude us. Still, there is something fine about that, too, because I think it would be tragic to know the best we could possibly achieve was done last week or last year."

Charles and William Mayo

America's best-known surgeons, Charles and William Mayo, philosophically said:

To hold an honest view of a situation is one thing, to believe that any one who holds a different view must be wrong, and to attribute to him evil motives is quite another. Often we have preconceived, antagonistic notions about people whom we know perhaps only by sight. Our opinion of them may be based on gossip or heresay. When we become better acquainted, we often find that they are sincere, honest, and companionable, and perhaps even that their views help us to clarify and often to modify our own.

"Bigotry, especially when based on ignorance, has led to most of the great disasters that humanity has suffered. Wars which have caused destruction of human life by battle, starvation, and pestilence, have often been due to bigots, who in their willingness to sacrifice the world to do what they believed would vindicate their opinions on controversial subjects, have only proved the smallness of their own souls.

"Let us try to meet divergent views fairly, to look for points on which to agree rather than points on which to disagree. Let us believe that those who hold opposite opinions are as honest and sincere of purpose as ourselves, and search for common ground.

"In the choice of an occupation, again, honesty of purpose is essential. We think of honesty in relation to material things of business and commerce, but honesty of purpose which concerns the spiritual things of life is of as great importance. How many times well-educated, energetic, and likeable young people start out in life thoroughly equipped to succeed, and for a short time justify expectations, only later to fail to fulfill their early promise. They have not been dishonest in money affairs, but they have failed to live up to their social and personal obligations, and here and there, for petty reasons, have acted shabbily.

"We have not known any person or persons of this type who in the long run have had reason for just pride or satisfaction, whereas other persons less well equipped intellectually, educationally, and personally, by very reason of their honesty of purpose, are respected by all who know them, and have established a reputation which can be handed down as an example to their children."

Bing Crosby

One of America's most popular entertainers, Bing Crosby, said:

"To admit success is egotistical. To call

EDITOR'S NOTE

Mr. Dyer's sociology classes conduct a poll to select some famous personality who is their idea of a "notable success." The students prepare a letter in which the winner is invited to write them a letter giving his advice on how to be successful in life. In this article are reprinted the letters on success that seven national "headliners" wrote to Mr. Dyer's students. We think it likely that many readers will find occasion to read these letters to their students for discussion. The permission of each writer for publication of his letter in THE CLEARING HOUSE was obtained by Mr. Dyer, who teaches in Central High School, Chattanooga, Tenn.

it luck might encourage laziness. I can say any measure of success requires study, work, experience, thought, and consideration of others."

Camille Kelley

One of America's distinguished juvenilecourt judges, Camille Kelley of Memphis, Tennessee, said:

"I would not say that I could set out a system of rules for success. Life to me is a glorious adventure, and I think if we keep the rules of the game in everyday living and remember that there is no freedom without control, we find much joy in the experience.

"Of course spiritual underpinnings are like the foundation of a building, and I think human kindness and courtesy rank at the top in making for success."

Capt. Eddie Rickenbacker

A colorful businessman, Capt. Eddie Rickenbacker, wrote:

"If I were given the power to select any time in the history of Man to be young again I would, without a second's hesitation, take this half-way section of the Twentieth Century. Never before have the entire social, political, economic, and scientific destinies of mankind offered greater challenge for brains of leadership, and brawn of purpose.

"The old roads over which we have journeyed forward throughout the centuries seem suddenly to have reached dead-ends at the-foot of hills and close out tomorrow's horizon. The challenging task of pushing new roads up the slopes of those hills to new heights of human achievement belongs to Youth, and to Youth only.

"To accomplish that task, education is the material that paves the road, and School, grinding as the class work may be, is the cement-mixer that makes the material adhesive and strong.

"Youth has many things to learn-the gift of using your head, the blessing of

using your hands, and the vital necessity of self-command and patience. Those are the four powers that enable you to turn today's rocky slope into tomorrow's secure Road of Life.

"As a word of warning, may I say that if you fail in that task there is no place but the ditch. Mankind cannot stand still in the middle of the road. Either you move forward or you fall by the wayside.

"You will meet disappointments and you will face delays in your work to build the road. Have patience. Remember, Rome was not built in a day. The Road of Man will not reach the towering peaks of final accomplishment in the straight lift of a soaring arrow. The path lies through rugged foothills that rise and fall, but always the road climbs higher toward the tops of the mountains of eternal security.

"In the years ahead, you will see new fruits of science as well as new methods of social and technological development. Not everything that is new is good—anymore than everything that is old is useless.

"I recall a bit of advice my Father gave me when I, at the age of twelve, thought I had fabricated a machine that solved the age-old problem of perpetual motion.

"My Father stated that it was 'all right to build machinery that goes around, as you are doing, but unless it does something useful, it is nothing but a lot of wasted time and motion.

"'Stick to machinery, Eddie. Tie your wagon to an engine, but always be sure of two things: first, that you know how to control it, and second, that it serves a useful purpose. Today, people laugh at automobiles and scoff at flying machines, but I am telling you, son, that they are only the forerunners of greater things to come. You are a lucky boy, Eddie, to have been born when you were. There is a lot of new things in the making, and you want to be ready to have a hand in them. Tools, Eddie—hands and heads and tools, Eddie, will make a new world. I would give most anything to

have my life to live over again, if I could only start at your age.'

"What my Father said some forty years ago holds doubly true today. If the boys and girls of today will apply themselves, coordinate their hands with their heads, and take advantage of the heritage handed down to them by their forefathers, there is as much, if not more opportunity for them today as there was for those who reached the pinnacle of success in this great country

of ours at present or in years gone by."

These letters of success specifically written to the hundreds of students of my classes will serve to enrich the lives of millions of other students throughout this nation. This one thought should permeate the mind of each pupil, that true success comes by serving and enriching the lives of those around us.

Try using these letters.

Recently They Said:

The Sleepwalkers

The fact that the public as a whole appears to know very little about the rapidity with which social science is developing poses a real problem for educators. There is here, as eisewhere, a social lag in which our "belief systems" are at cross purposes with tangible behavior. During the depression the town which James West described in Plainville, U.S.A., shifted from an individualistic economy to a welfare economy, but while in fact this was so, almost no one in the town believed that it had happened and almost nobody approved of such a thing.

Such is the nature of our present social lag in developing a science of human relations. "People do not believe in what they are in fact doing." Their belief systems and institutions tell them the social sciences are not accomplishing anything, precisely at a time when developments of far-reaching consequence are on the way in this very field.—James J. Rossins in The California Journal of Secondary Education.

Student Conductors

Many high-echool music directors acoff at the idea of having student conductors for their various organizations, or of training high-school students to enter student conducting competition festivals. My experience has been that a great deal of musical information can be taught students who are interested in conducting. When I say conducting, I mean more than just being able to beat three-four, four-four, or six-eight time. Baton technique, yes, but we know it takes more than that to make a conductor.

The music teaching field is already crowded with directors who have the ability to wave a baton in the proper direction, but still are not conductors. Many student conductors never get beyond the baton technique stage, because their teachers do not insist that they learn anything else. Too many directors think only of a student conductor in terms of directors think only of a student conductor in terms of directing the band in a march at a football or basketball game, or, perhaps, directing the choir while the teacher goes to the rear of the auditorium to listen.—MARK BIDDER in Music Educators Journal.

Discipline with Clay

Clay modeling has a far-reaching disciplinary factor which alone should recommend it because clay is a medium which requires patience. It will not respond to force but has to be persuaded to get results.—Rosalie Hayes in New York State Education [Well, we need more "disciplinary factors."—CH Ed.].

Quickies in English

By all means mark your record book too, and liberally. Not with long tests, hard to correct—you have plenty to do without that. Three sentences will show what J. Adams knows about adjectives as well as twenty. Decide which errors you are going to count on the basis of what you've been teaching, number of errors per paper, grade on the curve; you can do fifty papers in fifteen minutes. Give them back the very next day, allow students to go to the board and show correct responses, and if advisable use the other side of the paper for today's brief exercise.—Entru L. Humey in The English Journal.

Successful Techniques in Teaching

GENERAL EDUCATION

By CARLOS DE ZAFRA, JR.

THE ACCELERATING spread of courses labeled "general education" in the secondary schools of the nation has raised such questions as these in the minds of classroom teachers:

In what ways is the teaching of a doubleperiod general-education class different from the teaching of two separate one-period classes?

What features commend general education to the teacher?

What features militate against its spread? What special techniques are helpful in the handling of general-education courses?

This article, written strictly from the classroom teacher's point of view, is an attempt to answer such questions, based upon my experience in teaching general-education courses in Rochester, N.Y., during the past five years.

First of all, a teacher's chances of success with general-education classes are heightened if he is given sufficient orientation and in-service training before being thrown into them Specifically, social-studies teachers should teach one period of straight English at the appropriate grade level for a full school year before being asked to handle a general education class, and English teachers should have a corresponding experience in social studies. More than anything else, prior familiarity with the materials and techniques of the various types of knowledge involved increases the teacher's confidence and effectiveness for his work with classes in general education.

The teacher needs to recognize, too, that general education is not dedicated to the traditional mastering by pupils of knowledge as such, but is dedicated, rather, to

fostering the optimum development of the child by making selective use of various areas of knowledge and of other appropriate tools of learning and of teaching. To the horror of the classicist, much of the age-old content of traditional courses of study is ignored in general-education curriculums because it has too little to offer toward the meaningful development of today's school children. Instead, there is a new emphasis upon the direct development of usable skills and upon the cultivation of desirable attitudes, both of which are the bases of responsible citizenship, and both of which will more thoroughly achieve the human potential within each pupil.

Yet general-education courses which are essentially a combination of English, guidance, and social studies are, in spite of their content deletions, greater than the sum of these three areas. Such courses, with their integration and synthesis of materials, with their emphasis upon "learning by doing," and with their addition of many items of vital concern to the pupils which the classicist has heretofore ignored, take on a meaning and an importance that are uniquely their own.

Even when thus prepared, however, the double period with the same group of youngsters looks rather formidable to the teacher who has never tried it; and indeed it can be formidable if the teacher does not recognize the increased premium that the longer period places upon variety of classroom procedures. In order to help guarantee this essential variety of procedures, and also in order to help guarantee a balanced classroom program now that there is a wider range of material to be made use of,

I have developed this simple but helpful format for my lesson plans:

	Mon.	Tues.	Wed.	Thurs.	Fri.
Reading					
Technical English					
Written Work					
Oral Work					
Special Projects					
Assignments					

Experience suggests that entries be made in pencil, since they are then more amenable to changes in plans, and that the entries for each day be numbered so that they provide the most desirable sequence.

Advantages of the double period are several. Because of the greater amount of time spent with their general-education teacher, the pupils are provided with a sort of "home port" and easily available adviser. The teacher, likewise, has double the opportunity to get to know each pupil personally and understandingly. With fewer papers to correct, and with less mechanical overhead in keeping one class organized instead of two, teaching a general-education class takes on something of a tutorial aspect. Quality of teaching suddenly becomes of greater importance than mere quantity. The terrific pressure of having to cover a pre-determined course of study that is jam-packed with content only is somewhat mitigated by the efficiencies achieved.

For example, instead of having a pupil write an essay on "Sunsets" so that his written English may be checked, and then having his social-studies teacher ignore the quality of his written work in his social-studies class, a pupil now writes a paper on "The Importance of the 'Century of Exploration' on My Life Today," and has this single paper evaluated for content, for excellence of expression, and for ability to

make use of the resources available in the library.

With the double-period class, the generaleducation teacher now has time to point up the importance of written English in relationship to a meaningful project; English is no longer studied in a vacuum. In this new context, effective English is more readily recognized as a tool of communication, rather than as an end-all of instruction. The union of English and of social studies has made it possible for each to enhance the other, thus improving the quality and the meaningfulness of the educational experi-

Another technique which I have found to be of great help lies in the organization of the students' notebooks. Since as yet there are no single texts for a general-education course, nor pat review books in this field, the notebook becomes the only record of the path followed during the year. This notebook, as does the lesson-plan sheet, needs to lend itself to flexibility and to balance in terms of pupil development. It is to satisfy these needs of flexibility and balance, then, that my classes and I have come to prefer this six-division organization:

- 1. Content: Theoretically, every item of knowledge listed here is practical and usable.
- Skills: Here, e.g., criteria of what makes a good public speech might be listed, since this is a skill which is developed in class throughout the year.
- 3. Technical English: This particular set of skills is important and involved enough to have its own

EDITOR'S NOTE

"I intended this article to be helpful to the growing number of teachers who are being asked to teach classes in general education," writes Mr. de Zafra. "But possibly there are a point of view and a couple of techniques included here which would be useful to teachers of the more conventional subjects also." The author teaches in John Marshall High School, Rochester, N. Y.

special division. Here would be listed, e.g., the nine parts of speech and the functions of each.

4. Reading: In this division are placed summaries and analyses of stories, pamphlets, and library books read during the year. Not all pupils will have read all of the same books. Textbooks are excluded.

5. Films Since we believe in films as a major educational tool and source of variety in classroom procedure, we have a considerable number of them during the year, after each of which we here write down our comments. Thus, an item in the "Content" or in the "Skills" sections may well be followed with such a simple notation as, "See film No. 25."

6. Focubulary: Here we have the city-wide spelling list for the grade level of the class, and here we add during the year whatever other words we feel are important to our needs.

It is significant that, in general, the older teachers seem to be the least receptive to general education. They are inclined to teach English one period and social studies the other, and to want to give two separate marks on the report card, just as always has been done. It is precisely here—on the adaptability of the teaching personnel that a program of general education succeds or fails. To ask a teacher trained and certified in one area of human knowledge to master and to adapt the content and techniques of another area of knowledge in order that the whole child shall be more effectively served, is to demand more than many teachers close to retirement—and also many of the younger teachers—are interested in doing.

On the other hand, there is much in general education to satisfy the teacher who is primarily interested in developing human personalities, and who is not exclusively a single-subject specialist. From my experience, I am "sold" on general education, at least on the junior-high-school level, although I have known some excellent teachers to try it for a year and to throw it off in disgust. I believe, however, that general education is here to stay because it is a sincere attempt to answer some of the shortcomings of our educational offerings, because it is better education, and because both pupils and teachers-once they have absorbed its philosophy-seem to prefer it to the more conventional and departmentalized subject-matter-only bill of fare.

"The New Illiteracy": Abetted by Audio-Visual Aids?

In an address on "The Aims of Education," delivered at the University of Chicago recently, T. S. Eliot drew attention to the fact that we have to cope with the illiteracy of that part of the population which has had its elementary schooling, but has become illiterate through lack of occasion to use what it has been taught."

This new illiteracy is aggravated by the effect of radio and moving pictures and "by the replacement, in popular periodicals, of words by pictures" —by which the poet probably meant "comics."

Sie Richard Livingstone already has drawn attention to this new illiteracy in the opening paragraph of "The Future of Education" in which he referred to the kind of reading generally done by the products of the schools. In the United States it is a known fact that a chief cause of failure in college is inability to read.

There is a salutary caution in this recognition of

the new illiteracy, which may mean that some restraint would be advisable on the spreading enthusiasm for audio-visual aids and methods. There is another aspect of the problem which cannot be ignored. From the emphasis placed on dissemination of literacy and its endusion with education, there gradually arose a rooted faith in the printed word and "it says so in the book [or in the newspaper]" was enough to clinch an argument. Something of the same kind is developing with the word spoken over the radio; moving pictures do not seem to have the same effect.

These conditions point to an important responsibility which educational institutions cannot evade, and that is to teach pupils and students to read and listen critically. This responsibility cannot be fulfilled with the inflated curriculums and courses that are prevalent today.—L. E. KANDEL in School and Society.

THE PALMS:

"But that's \$250!" groaned Miss Leatherby

By ROSAMOND McPHERSON

WITHOUT ANY announcement at all, the stage in Central High School suddenly took on the appearance of a healthy jungle. Ten potted palms sprang up one morning where only one wilty fern had grown before.

The students accepted the palms without comment as part of the educational scene, and it is doubtful that even the PTA would have noticed, except that the president snagged one of her nylons on a branch one evening and asked in an acid tone where had those things come from. But the faculty members sat back in the auditorium and admired the potted palms with mingled feelings. Buying them had required a fifty-minute faculty meeting.

Miss Bellows, the principal, had marched into faculty meeting one morning with a potted palm in her hands. Rather, it was the stump of a club wrapped in frayed burlap, with paris green fronds jutting out from it at regularly spaced intervals. The whole affair grew out of a half-gallon green bucket.

Miss Bellows set the palm down on one of the front desks and stood beside it. "I have been noticing lately that the fern which Miss Burns donated to us when her mother died has been looking quite shabby. It occurred to me the other day that our stage really needs a little more dressing. I thought that potted palms would be nice."

The faculty observed the potted palm calmly. "How much do those things cost?" asked Miss Leatherby. Miss Leatherby was the treasurer of the school fund, chosen for the job because her motto was, "Whatsoever thou puttest in, thou shalt never take out."

"They are twenty-five dollars each."

The faculty broke out in little gasps. "How many do you think we would need?" asked the science teacher finally.

The principal shifted her stance to the one indicating determination. "One certainly wouldn't do at all, and I think that two would almost be worse than none. I think we really ought to have four."

"That's a hundred dollars!" gasped Miss Leatherby, clutching at her heart.

Miss Camelhair, the art teacher, got to her feet. "If you don't mind this interruption," she began, "I have a comment or two to make." Several of the faculty exchanged significant glances. She always had one or two comments to make. "I object strongly to buying four palms, because that would mean having two on a side, and to have two of anything is all out of proportion. It violates a principle of art." Miss McSmith, the irrepressible dramatic-art teacher, gave an unmaidenly snort and stared pointedly at the embroidery on Miss Camelhair's bosom.

"What I mean is," the art teacher struggled on, glaring at her colleague, "that in painting or in dress design or in dressing a stage, you can create beautiful effects with odd numbers, but not with even numbers. It would be much better to buy six palms and have three on a side. You can do something with three of anything, but not with two."

"But that would be a hundred fifty dollars!" Miss Leatherby paled dangerously.

The chairman of the ways and means committee stood up. "Before we go any further with this discussion, I think we would do well to talk about how we are going to pay for these palms. We certainly can't devote any of the general fund to such a purpose, nor the athletic money, nor the school-paper money, nor the magazine subscription funds."

"True," commented Miss Bellows. "Anybody have a suggestion that will not upset the routine of the school?"

Mrs. Beamish held up her hand. "I might suggest that we use some money from the decorative arts fund."

"Indeed not!" snapped Miss Camelhair.
"We have to have a stained glass window
down there by the boiler room, and we're
not going to put it off any longer." Mrs.
Beamish drew in her neck like a turtle.

"Well," ventured Miss Hailcolumbia, "I suppose we'll have to take it out of the tax stamp funds and abandon our project of replacing the welcome mat the students were out."

"A splendid suggestion!" Miss Bellows smiled warmly. "If we took this palm around to all the rooms, perhaps it would encourage the students to bring in more tax stamps. Are we ready for a motion?"

The science teacher stood up, clearing his throat. "I feel that I must say something at this point. I don't know how the rest of you folks feel about this, but I for one highly object to putting all that money into something which is only an imitation. I despise, simply despise, artificial plants of any kind."

"I agree," called out the civics teacher.
"Here we are, trying to teach genuineness in all things, and then we go and foist off imitation palms on the students. What kind of educational practice is that?" Some of the faculty shook their heads and others snorted disagreement.

Mr. Hale, the basketball coach, made a suggestion. "At Lincoln High where I used to teach, they have genuine palms. Why couldn't we buy real palms?"

"Now you ought to know, Hale," said Clark, the biology teacher, "that a school atmosphere would kill anything as delicate as a potted palm."

"Palms live to be hundreds of years old," snapped Miss Quincy, of the home-economics department. "My father was a missionary in the Philippines."

"Then the air around here must be much worse than the air at Lincoln!" Hale remarked. "Those palms at Lincoln look mighty healthy to me!"

The biology teacher shook his head, "In the first place, I'd like to say that if Lincoln High has real palms, then we wouldn't want them here at Central. After all, if we can't be leaders in the educational field in this city and have to go around copying what other schools do, then I say it's time to close our doors. But I would like to add also that Lincoln school has a greenhouse in connection with its biology department, and they keep the palms in there between assemblies. Now if we had a greenhouse, we could probably furnish fresh orchids for the teachers every day. What I'd like to know is why does Lincoln school get all the new equipment. Why don't we get some of it once in awhile?"

Miss Bellows glared. "I've told you again and again that we are going to get a new heating system this year. It's costing the board of education \$16,000."

"How much would a greenhouse cost?" asked Miss Leatherby, "Would the board of education pay for it, or would we have to?"

The principal pounded on the desk for quiet. 'Let's stick to the subject, ladies and gentlemen. I happen to know that a live potted palm costs about three times more than an artificial one. Are we ready for a motion?"

"I think there are some other things to be settled first," said Miss Wasp, of the geometry department, "I'd like to ask who is going to keep these potted palms clean; had you thought of that? They are regular dust traps. I happen to know because we had one in the corner of the living room when I was a girl, and I had to spend every Saturday morning of my youth washing that old potted palm. Personally, I would be much happier if I never had to look at another potted palm the rest of my life!"

"Naturally," Miss Bellows replied, "the preservation and cleaning of the potted palms will be delegated to the dramatic-art department."

Miss Camelhair arose again. "When you get to looking at it, that tin bucket is certainly not artistic."

 "The manual arts department could make some wooden containers for the buckets," said Miss Bellows.

Mr. Clark stood up. "Personally, I think this is too big a problem to be settled at one faculty meeting. I suggest we appoint a committee to study the situation. If they shopped around, they might be able to get a better price."

"What kind of palms do florists use for weddings?" asked somebody else. "Maybe we could rent them."

"Florists have greenhouses; they use real palms. They charge \$25 to rent the palms. It would be cheaper to buy them." Miss Bellows obviously was beginning to lose patience.

Mr. Hale had been examining the fronds on the palm. "Look," he said, taking one out of its metal stem, "the fronds are removable. I wonder if we could get some interchangeable fir branches and use them for Christmas trees, too? That would cut down on the expense."

Miss McSmith laughed. Miss Bellows began to lift her voice. "Definitely not?" she snapped. "If there is objection to having palms and Christmas trees, then I suggest that we do away with the Christmas trees and use the palms for Christmas decorations, too. After all, Palestine is a desert country, and the palm is more suited to it than fir trees."

"Palms would just not look like Christmas," said Mrs. Beamish.

"Palestine isn't desert, either," added Hale, "It's a very fertile country."

"The three kings came on camels," Miss Bellows said. "You always see palms on Christmas cards with camels."

EDITOR'S NOTE

Here's that Central High faculty of Miss McPherson's again. This time they are embroiled in the problem of what to do to replace the frowsy potted fern that languished on the auditorium stage. The author teaches in Stivers High School, Dayton, Ohio.

"Maybe we should buy some artificial Christmas trees instead," suggested Miss McSmith.

Miss Bellows sniffed. "Palm trees are much more suited for stage decoration than Christmas trees. And they would look nice for Easter assemblies, too. Palm Sunday, you know. And that proves they had palms in Palestine because they strewed branches on the road to Jerusalem."

Mr. Matthews, who always dozed his way through every faculty meeting, suddenly blinked awake. "Did you say we were going to have an assembly on Palm Sunday?" he asked. "I'm against it."

"Will somebody please make a motion?" asked Miss Bellows. "The students are coming into the building now, and we can't afford to have any more screws taken out of the desks. We are 'way over our allowance already."

"I move we appoint a committee to study the question further," said Mr. Hale.

"That is not the right motion. I want a motion to buy potted palms! That's why we had this meeting-to buy potted palms!"

"I move we buy ten potted palms-five on a side," said Miss McSmith.

"Second the motion!" shouted Miss Camelhair.

"Motion passed!" announced Miss Bellows. "Faculty dismissed!"

"But that's two hundred and fifty dollars!" croaked Miss Leatherby.

Miss Bellows picked up the potted palm and marched triumphantly from the meeting.

TRIGGER WORDS:

They Start the Themes Rolling

By ELIZABETH PILANT

The static function of a theme title is to indicate what is to be described, discussed, or narrated. Then the title is something of a signboard at the crossroads of composition, a stationary indicator. But theme titles can have a dynamic quality as story starters, kick-off clues, trigger words that get things moving just as if they were also the first lines in the essay.

By using conversational key words and phrases to tee off with, students can make an easier transition from free-flowing "bull session" talking to the more labored and formal task of written work. We are all familiar with students who can talk "your arm off" on almost any subject on the playground, but are stricken "dumb" in the classroom when writing time arrives. Few would question that mental blockages choke off written composition long after they have been cleared for conversational purposes.

It may easily be that we teachers unduly emphasize the differences between good writing and good talking to the detriment of our students. Perhaps we are trying to maintain a rigid double literary standard for writing and conversation long after most of the differences have been minimized by master literary craftsmen. Today the pendulum of belles-lettres has swung a long way from the standards of Dr. Johnson's time, when educated people were supposed to speak in polished periods, as if they were writing instead of chatting. Nowadays our best known writers strive for conversational quality to make it seem that they are but talking to us or in our hearing. The anecdote, the verbal exchange, the reminiscence, the joke, the parable, the folk metaphor, the folksy clincher-all are featured by writers who strive for verisimilitude and vigor.

At any rate it is obvious that as teachers we have a duty to make as easy as possible the transition from talking to writing for our students. The latter think talking is only natural, enjoyable, and indispensable to living, while writing is to them but an unnecessary vexation imposed upon them by vindictive teachers.

In order to ease the transition to writing, I have effectively used as suggested theme titles such story-starters as these:

That time I thought I was a goner
That time I got what was coming to me
If I had only known then what I do now
Was I glad to get out of there!
He fell for it like a ton of bricks
I wouldn't have believed it if I hadn't seen it
That pinned his cars back
It's a small world
There's a first time for everything
Did I have me a good time!
I haven't figured that one out yet
Did my cars burn!

EDITOR'S NOTE

Many students seem to freeze up when it's time to write a theme. Dr. Pilant has developed a method for producing an early thaw in such cases. It's more than just lists of possible topics. Her composition-starter lists are vernacular phrases which she says get results. The author teaches at Ball State Teachers College, Muncie, Ind., and is executive secretary of the National Conference on American Folklore for Youth.

Did that burn me up! If you think that was bad!

There is no end to the colloquial composition starters that teachers and students can draw up. The essential idea is to pick out terms ordinarily used in conversation to introduce a story or to carry the talk one step further. You can pick to suit the grade level, from first grades to college composition. Again, for every such expression there are many colloquial expressions that can be used alternatively. As with any other

teaching device, it can be overdone.

I have found that the use of such vernacular titles not only makes it easier for the student to get started writing, but also that it is likely to lead to more interesting, simple, and direct style, charged with a liver sense of communication and persuasive purpose. It encourages the student to write about something he already knows something about. The compositions are not only easier for the student to write, they are easier for the teacher to read and enjoy.

United Nations: An All-School Concern at Bloom High

The social-studies teachers in a secondary school have greater responsibility than others to present the United Nations for formal study. English teachers may contribute through encouraging the writing of compositions relating to United Nations topics and by directing reading and oral composition toward the subject of world peace. Joint efforts by English and social-studies teachers, particularly in the core-curriculum projects, can be very effective.

Teachers in most subject fields may teach the United Nations concept at some stage in their programs. Physical-science teachers cannot effectively deal with atomic energy without studying its use in peace and war and its control. The effects of atomic energy on life as studied in biology lead to the subject of control. Feeding the population of the world leads into areas in which the United Nations organizations play an important part. In the fine arts, students enjoy an international language and the appeal of beauty from many nations. In mathematics the teacher helps students to know the thinking of men of many lands. Illustrations might be drawn from other fields of study in which effective teaching calls for the inclusion of material on world peace. All social-studies areas at whatever level are excellent laboratories not only for the teaching of principles but also for carrying out activities related to the United Nations.

School assemblies are ideal for large group presentation and study. The Spanish Club in our

school has put on a number of assemblies showing the customs of people living in Latin America. On other occasions, speakers have addressed the student body on subjects dealing directly with the contribution of the United Nations to world peace.

School organizations such as the United Nations Club, the Girls' League, the Spanish Club, and the Latin Club, have contributed. Better world understanding is promoted each year by a "Bundle Drive" put on during United Nations Week, this in cooperation with the "Save the Children Federation."

The United Nations Club, formerly the 59 Club, grew out of a faculty-student committee formed to plan activities for "Know Your United Nations Week," October 11-15, 1948. After a talk by Mr. James A. Eldridge, a group of atudents visited the midwest office of the American Association for United Nations, which is located in Chicago. With Miss Margaret Norman, head of the aocial-studies department, as aponsor, they became the nucleus of the club which meets regularly. In its second year, the members organized an all-school "Carnival of Nations," which netted \$79.96. This sum was sent to "American Relief for Italy" to be used in buying supplies for a school in Italy.

Among other activities of the club have been participation in student meetings in the midwest offices in Chicago, attending lectures by Professor McKeon at the University of Chicago, and sponsoring exhibits of United Nations materials at Bloom.

—Habold H. Metcale in The Phi Della Kappus.

Life Adjustment for THEIR STOMACHS

By HENRY J. ADAMS

H AVING READ A great deal of material on Life-Adjustment education in the past year or two and used much of it in one way or another, I have come to wonder whether we are not barking up the wrong tree in our emphasis on this latest movement in education.

Some of these doubts were crystallized by a comment made recently by my Latin teacher in the midst of a discussion we were having about health and safety education, home and family living, "how to use leisure wisely," and similar courses. Said he, "It seems to me that our students today are being taught things which, when I attended school, it was assumed we would be able to find out for ourselves. At the same time they are being trained to be resentful about any problem that arises for which the solution has not been fully presented in advance to them, so that they know just what to expect."

This comment raises one fundamental doubt, namely, are we putting a futile attempt to furnish in advance correct answers to all of life's difficulties in place of adequate training in the methods and procedures of solving such problems as they confront us?

If the answer to the preceding question is "yes," are we not attempting the impossible, since each real-life situation is different from every other situation and thus requires an entirely different response?

Is not true "life adjustment" a matter of an inner strength and resourcefulness which enables the individual to stay "on top" of a particular problem even though, as is frequently the case in actual practice, it may never be solved to his complete satisfaction? As the old classical writer puts it:

Oh Neptune, you may save my ship; you may sink my ship;

But, whate'er may come, I will hold the rudder true.

This is the only kind of life adjustment that is founded on a solid base. It is the job of education to prepare pupils to "hold the rudder true." How can this best be done?

This brings us back to the doubts about Life-Adjustment education. It doesn't seem to be the answer. Doesn't a great deal of this material merely define the particular problem and leave the still bewildered teacher and pupil hanging in midair, with the former unable to furnish a solution and the latter thereby more frustrated than before? In this complicated contemporary society, how many real answers have been found to many of these problems? How can an adult world which is itself maladjusted guide its youth to proper solutions for current social and personal conflicts? In many subjects like driver training, safety education, and home and family living, what significant progress has anyone made in bridging that deep chasm between knowing what should be done and actually doing it?

If to do were as easy as to know what were good to do, chapels had been churches and poor men's cottages princes' palaces.

is still as true today as it was in 1600. As a matter of fact, are not Life-Adjustment courses in many cases the means by which the schools escape from the difficult and discouraging but still vital task of teaching unresponsive pupils material in the fields of English, science, mathematics, and social studies which is still needed, even in 1950, for a satisfactory adjustment to life's many requirements?

If Life-Adjustment education isn't the complete answer, what other approach can the schools make to the task of preparing pupils "to hold the rudder true" come what may? The answer to this question is closely related to a number of other questions. They are: Why this sudden demand for Life-Adjustment education? Why this sudden lack of adjustment in our population? Is it because the demands of our times are more complicated than ever before in history? We like to think so, but it is questionable whether the problems of the day are any more exacting, baffling, or depressing than those of many other eras in history. What has happened, then, which makes our population so in need of Life-Adjustment education?

In my opinion, the answer lies not in the magnitude of the problems which face us, but rather in what has happened to our bodies in the last twenty-five or thirty years. The answer is not primarily mental and intellectual but rather physical and biochemical. Written on the records by well-authenticated research is the answer for all to read, but those records are not in the professional educational literature or, except in a very inadequate amount, in the Life-Adjustment materials. They are in the medical journals and the theses in the fields of biology and chemistry and allied subjects.

The human body was created with its own adjusting mechanisms. These mechanisms are a wonderfully interwoven and interconnected system of brain tissues, nerve fibres, and a chain of delicately adjusted glands. These centers of adjustment in the human body, like all the rest of its structure, depend for their proper functioning upon adequate nourishment. They have a very particular need for the collection of vitamins which belong to the

B complex group—riboflavin, nicotinic acid, thiamine chloride, and the rest. Some sixteen in all have been discovered. There may be others. Given proper food, the matter of adjustment will be taken care of from within for most of us. We will be able to "hold the rudder true" because the Creator planned our bodies so that they had the necessary machinery for this purpose.

However, we have not given our bodies this "proper food." For well over a quarter of a century, our population—particularly adolescents, who have the greatest need for well-fed adjusting mechanisms—have been getting less and less of all the vitamins, especially the B group. The rise of the soda fountain and the soft-drink business has meant that ice cream and cokes have become more and more the staple article of diet.

As satisfactory as these may be to the palate and as adequate as source of carbohydrate energy, they are entirely lacking in B vitamins and many other food essentials. Formerly, before the Age of Ice Cream, the need for energy was supplied largely by products made of wholewheat flour, particularly bread. This flour was rich in the all-essential B vitamins. Today, as we all know, even when flour products are eaten, they are made from flours processed in ways

EDITOR'S NOTE

Mr. Adams takes a long, clinical look at our present Life Adjustment program, and feels that it isn't complete—that something is lacking. He gives the program some painful nudges in the ribs with his elbow, and then tests a couple of punches just above the belt. "Ah," he says, "there's its trouble—a weak stomach." He believes that the very basis of the Life Adjustment structure should be nutrition education—that realistic life adjustment begins with the alimentary canal. Mr. Adams is principal of Ellsworth Memorial High School, East Windsor Hill, Conn.

which remove most of the B vitamins.

The net result of all this is to weaken the adjusting powers of the individuals of American society at a time when the problems of the day require a superabundance of mental and emotional stability. This maladjustment in turn has led to the movement for more guidance and more life adjustment to help our population cope with the complexities of contemporary civilization with which they are finding themselves unable to grapple successfully.

Life-Adjustment education has many contributions to make to our educational pattern which will become a permanent part of it, no doubt, but its one great weakness is its emphasis on the effects rather than the causes of our present difficulties.

Might not schools get better results within the school and turn out better adjusted graduates, if they gave increasing attention to some life adjustment of the stomach? Why don't we begin to experiment with controlled groups fed daily rations of synthetic vitamins, wheat germ, powdered brewer's yeast, etc., in our cafeterias and health classes? Should we not divert funds from Life-Adjustment materials to Life-Adjustment foods?

An army marches on its stomach and so does a civilization. Give our people proper

diets and many of the problems of safe driving, home and family living, frictions and tensions between groups, and similar situations would disappear as major points of emphasis. This would happen because there would be such a multilateral improvement in the mental and emotional controls of such large segments of our population that correct adjustment to life's demands would be the typical pattern of conduct and only a minority would then be maladjusted.

True life adjustment comes from within and is based on a sound mind in a sound body. Sound minds and sound bodies are being shown to be more and more a matter of bio-chemistry. And successful bio-chemistry for any given individual is essentially a matter of proper diet. When our chickens or chinchillas show signs of maladjustment, we alter their feeding programs, but when our children show such signs somebody prepares a new series of pamphlets on "adjustment." Isn't it time to give their stomachs some life adjustment for a change and see if well nourished individuals, properly educated in the knowledge, abilities, skills, and attitudes of the best of our traditional education, can't make their own life adjustments successfully and thus "hold the rudder true" whatever may come?

Book Auctions: Sure-Fire

Book auctions are a sure-fire trick to stimulate reading, especially with the slower groups. I make up a wide selection of books (usually ten or lifteen more than the number in the class), all of which could be characterized by the word "exciting" reading. Either I and the books go to a classroom or the students come to the library, and then we proceed to have a book auction. Although I have to be the auctioneer, the class nominates someone of act as my assistant. His duty is to keep a record of the student who "buys" each book by stamping the issue card and getting his signature.

In order to sell a book, I merely hold it up and give a brief, but vivid survey of its plot such as, "Here's Great Caesar's Ghost, an intriguing combination of mystery, adventure, and humor. The person who buys this book is in for a big surprise when he discovers what lay hidden in an African jungle for over two thousand years!" Usually there is a good response of hands and the book is sold to the person getting his up first. I never push a book for which there is not an immediate demand since the whole idea back of these auctions is not to force the students to read but rather to lead them subtly into "green pastures." This method makes for wonderful rapport between students and librarian, for they thoroughly enjoy the whole affair, from the "Going, going, gone" to the bang of the gavel as each book is sold.—Many Lins in California Journal of Education.

NOON ACTIVITIES:

Effective Schedule of Lunch, Recreation

By BRUCE ALLINGHAM

FOR A LONG time schools have been attempting to solve the so-called "noon-hour problem"—in other words, what to do with students who remain in or near the building at lunch time. The problem has been accentuated of late years, furthermore, by the expansion of hot-lunch programs and cafeterias.

Added to this is the fact that parents, increasingly, seem to encourage pupils not to come home even reasonably short distances for lunch; in this way Mother's plans for the bridge luncheon or the club meeting or the shopping trip downtown need not be interrupted. Thus the school is again asked to assume more and more of the supervision of the child, supervision and attention which parents formerly accepted without question as their job.

In general, schools seem to have developed one of two philosophies: (1) Keep all the students at school, feed them in the lunchroom or cafeteria in "shifts," but permit no relaxation or recreation time to interrupt the routine, or (2) insist that every student within a certain radius of the school go home for lunch, allow those living at greater distances to eat under close teacher supervision—in the lunchroom or a designated area, restrict activities to a minimum—in other words, discourage their staying at the school, and just tolerate those who must remain.

The writer has studied this problem for many years, has found a number of variations of the two philosophies, and has finally worked out a program which has proved highly successful in two schools under his administration.

At Fort Morgan, Colo., Junior-Senior

High School (six-year high school, enrolment 850) about 50 per cent of the students came by buses from an outlying rural area of over 300 square miles. About 500 students, rural and urban, ate hot lunches in the cafeteria; approximately 150 brought sack lunches also. They all had to be taken care of at the school at noon.

At Benjamin Franklin High School of Cedar Rapids, Ia. (six-year school, enrolment 1,350), almost 1,000 pupils of all levels eat in the school lunchroom and remain at the school during the noon hour. And this is the way we have developed our program; it is similar to the Fort Morgan plan, but more highly developed.

It should be understood, first of all, that I feel that boys and girls who are expected to work diligently in classes for six hours a day need more than a 20-minute lunch period at noon, with no real opportunity for relaxation or at least a change in activities. They need to get their thoughts away from class work and into some other activity, either as a participant or as a spectator; then they are more likely to come back to afternoon classes refreshed and better able to concentrate on the task at hand.

Furthermore, I believe that there should be some definite time during the day when boys and girls can be guided in developing reasonable and intelligent group behavior in situations other than those found in traditionally autocratic classrooms. There should be opportunity for pupil-teacher cooperative planning and administration of a variety of activities. Boys and girls must get real experience in assuming responsibility toward one another and in developing a habit of self-discipline. Furthermore, they

EDITOR'S NOTE

A plan of scheduling noon-hour activities which Mr. Allingham has found to be "highly successful" in two different high schools under his administration is explained in this article. He maintains that high-school students need something more at noon than 20 minutes off for bolting their lunches. (If you doubt that you might try asking your students.) Mr. Allingham is principal of Franklin High School, Cedar Rapids, Ia.

must learn to decide what is the right thing, the considerate thing to do-and then do it.

At Benjamin Franklin the upper-grade Senate and the lower-grade Council are the governing bodies of the school. The Senate -the more powerful body of the two-has five faculty members as regular voting members, along with approximately 35 student representatives. The principal works closely with these groups in planning all school activities, and they are definitely not considered extracurricular "clubs" of minor importance. An indication of this is the fact that the regular bi-weekly meetings of the Senate rarely last less than 31/2 hours; too many things of a major nature need to be thoroughly discussed with pupil-teacherprincipal viewpoints before appropriate and positive action can be taken.

Thus, by developing much of the noon program through these governing bodies, we are able to avoid the appearance of forcing a ready-made plan upon the students. And we need their active and positive help to assure the willing cooperation of the student body, as individuals and as groups.

According to our theory, the noon hour becomes, in reality, an "activity period." Through our system of cooperative planning, organizational meetings, committee meetings of various sorts, and purely recreational activities are scheduled and planned in advance. The students who are scheduled to participate in a noon activity are accorded the privilege of leaving their classes ten minutes early, to go through the lunch line. (Our regular noon dismissal time is 11:45; they check out at 11:35.)

Scheduled noon activities are usually started at 12:00 noon and continue until 12:35; all meetings and recreational games automatically close at that time, to allow students to report to afternoon classes at 12:45. The Senate and Council are the only organizations which may continue meetings beyond 12:35.

All students eat in the school lunchroom, which seats only 235. Hence, there are two serving lines, and students may stand in line and wait to be served, or they may watch various recreational activities, and eat later in the noon period.

We have nine recreational centers for scheduled noon activities, each supervised by a teacher as part of his or her daily teaching load. These centers present more active sports, such as volleyball, basketball, and wrestling, as well as less strenuous games of table tennis, shuffleboard, aerial darts, archery, and the like. We also have "quiet game" rooms for chess, checkers, dominoes, canasta, bridge, and pitch. In good weather during the spring and fall we have scheduled softball and tennis tournaments outdoors in the play areas. Social dancing is also scheduled regularly.

There are recreational singing groups which meet once or twice a week, with teacher direction but with student organization and planning. Incidentally, all other recreational activities are also planned and supervised cooperatively.

Films, both educational and purely recreational, are shown frequently at noon in the Little Theater by various school organizations.

The reader can see that all this activity involves a tremendous amount of careful planning and scheduling. The scheduling itself is done by a committee of the Senate. Each afternoon at 3:00 o'clock (the dead-

line) they check all proposed activities for the coming day to eliminate conflicts of a major nature; then they prepare the schedule, which is mimeographed as a daily morning bulletin to be read and posted in each homeroom the first thing the next day.

There are no teachers on police duty in the building or on the playgrounds. There is no need for them. Students are constantly being "sold" on the plan by other students who appreciate the opportunity to develop self-reliance, a cooperative approach to all activities, and a considerate and helpful attitude toward others. They are asked to conduct themselves in the building and on the campus in such a way that they can say to themselves, "This is the fair and honest thing to do." The burden of considerate behavior is on the individual student.

The results have been highly gratifying.

Teachers other than those with noon activity supervision duties are free to relax and visit over their lunches. As an example, where formerly 16 teachers were required to supervise the lunchroom itself each noon, now one teacher handles it. Four student mess sergeants assist in seating students so that there may be a minimum of delay, but students are actually encouraged to relax and take their time as much as possible. It is really surprising how grateful they are for this absence of "bustle" and tension.

The reaction among teachers may be summed up in the statement made by one recently as several of them sat eating in the now quiet, orderly, and cheerful lunchroom.

"I never dreamed I'd be able to sit here and enjoy a meal in this room. It's so quiet and comfortable and *friendly*, and the kids actually seem to like us to be here."

Findings

ENGLISH CLASSROOM: The high-school English teacher should have a permanent classroom of his own, equipped with the facilities he needs for conducting all of his classes, and available to him during his free time for conferences with students. On this point, 4 state teachers colleges of New Jersey and the education departments of representative universities in 6 states agreed, in a study recently made by the New Jersey Association of Teachers of English. But, says Marion S. Walker in New Jersey Educational Review, only \$15% of the senior high schools of New Jersey provide every English teacher with a room of his own, according to replies received from 106 schools, in which there are 921 English teachers. In the other 79% of the schools, some or all of the English teachers must "travel" about the building to meet their classes.

Enton's Note: Good, bad, indifferent, or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

BRITANNICA: There are about 40,000 articles in the current edition of the Encyclopaedia Britannica, says Paul Kruse in Peabody Journal of Education, and they contain some 40,000 words. In case you care how far those words would stretch if laid end to end, it's 864,000 feet, or 160 miles. And since the first edition was published in 1771, only 5 persons are known to have read the Britannica through in its entirety.

WORLD HISTORY: Only a states-Missouri and North Dakota-and Alaska, require courses in world history for graduation from high school-"a startling revelation," say James J. Hogan and Nancy F. Hogan in The Social Studies. With the U. S. the foremost power in the world today, the authors state, and with world emphasis on internationalism and world cooperation, it is "a sad note" that educational leaders fail to comprehend "the necessity of teaching world relations." In 5 states there are no state requirements of any social studies courses for graduation from high school. The only social-studies requirement in 12 states is U. S. history. At this point we have aft states left, and their requirement is U. S. history "and related social studies"-which do not specifically include world history.

OUR PAMPERED TEEN-AGERS

By LOUISE J. WALKER

Too MANY frills, too many thrills" have become commonplace criticisms of the secondary school. These activities are only symptoms of a very deeply seated practice which needs examination and evaluating. Why doesn't the public wake up to the fact that our schools are coddling young people? In my judgment, such a charge would be timely and easily justified if one considers the treatment given the average child of teen age.

Except in his social affairs, the ordinary high-school student is very dependent and helpless. His poise and sophistication in social situations far surpass those of his parents at his age. To be sure, these qualities are admirable, yet I fear they are being developed oftentimes at the expense of industry, perseverance, and excellence of performance.

Regardless of the subject, the whole educational process has been painless and somewhat saccharine. The teacher must convert the English lesson into a crossword puzzle. the memorization of a foreign-language vocabulary into a ball game, and the history assignment into a movie or radio program if he hopes to hold the attention of his students. Many educators have become so lax and maudlinly sympathetic that they are loath to ask students to use the dictionary. In fact, the editors of some textbooks have interlined Shakespeare's plays with an easy vocabulary or have defined all the words which might require the use of a dictionary in footnotes on the page for the convenience of these helpless boys and girls.

Certainly no one would discredit the use of any method or device which would make the learning process more pleasurable and profitable, but the elimination of all difficulties is enervating to scholastic growth and character building.

Too often at the first sign of difficulty, the average adolescent rushes to his instructor and shamelessly throws the responsibility for his work on his teacher's shoulders. Let's stop being nursemaids to these appealing sixteen-year-olds. If we as teachers and parents do not see to it that the student learns very early that acquiring an education is an arduous task, we are guilty of non-performance of our duty. Regardless of the advertisements foisted upon a gullible public, promising to teach students to play the piano in twenty lessons, we have failed to hear any musician who ever claimed that his ability was acquired by such an easy and painless performance. Drudgery is not inspiring, but the ability to grapple and struggle with a problem has given to the world the contributions of the Curies, Walter Reed, and Thomas Edison.

Many studies have been made to ascertain what business men expect of highschool graduates and what their reactions are to these students. The almost universal indictment is, "A beginner will not accept responsibility and obey orders." Have we any right to expect that he will? Certainly a boy or girl will find plenty of excuses for his shortcomings. When John, who is responsible for a part in an assembly program, fails to appear and later rather nonchalantly states, "My alarm clock didn't ring" or "I missed the bus," and when Helen fails to prepare a report for a class project and then offers the excuse, "I forgot," it is time that they be made to realize the significance of their failures, their carelessness, and their lack of responsibility.

Gone from our philosophy of education is such a term as "sense of duty." If this philosophy, omitting a sense of duty, worked universally and no housewife ever prepared breakfast, no physician responded to a call, no fireman rushed to the scene of a fire, and no teacher hurried into the classroom unless he was in the mood, what would happen? Engineers, postmen, bus drivers, ministers, and the world's other workers are prompted not by a passing fancy or whim but rather by a strong sense of responsibility and duty. Yet according to the prevailing philosophy of education, children should not as a rule be required to do anything. We as teachers are supposed to make everything so attractive to the growing child that he will choose to do voluntarily what he ought to do. Later, according to this theory, he will force himself to assume responsibility because of previous satisfaction. Personally, I have known very few growing boys who were so attracted by a beautiful bathroom with snowy white towels, fragrant soap, and perfumed bath crystals that they chose to wash and bathe without considerable solicitation, admonitions, and commands from their parents. Most of us as young people have needed direction and prodding.

Many parents believing this silly philosophy have tried it, and upon failure to get the anticipated results have blamed themselves for not being clever enough to make the jobs sufficiently attractive. Immediately they have rushed out in search of more alluring bait. I am wondering whether as teachers and parents it wouldn't be honest and more kind to explain to these growing children that life is made up of responsibilities and duties. Some are glamorous; others are only tolerable.

Washing dishes, peeling potatoes, making beds, tending the furnace, and removing the ashes or doing homework assignments for school are not likely to give a delightful thrill and may even be monotonous. but they are tasks which must be done for the well-being of all. Have we not been forgetting that self-discipline does not grow like a mushroom, but maturates with the slowness of a century plant?

Of course, we do not cultivate a sense of duty in students by exhorting or by nagging them. We can see that the students do certain things which they are able to do. We can plan their assignments so that they will do them with as little trouble and as much satisfaction as possible. Yet regardless of their alibis and resistance, they must do them. When we refuse to coddle and pamper these winsome children, they begin to grow.

Furthermore, as teachers we too often accept a student's feeble effort for accomplishment. Since the business world doesn't pay the individual for his good intentions but rather for his achievements, let's teach a sense of responsibility and insist upon a creditable performance while the student is still in school.

Often in our efforts to make learning pleasurable and the school attractive, we have neglected the tool subjects. The criticism is justly made by college faculties that the average freshman cannot read, write, or spell. It is the unusual high-school graduate who can compose clear, pointed paragraphs made up of correctly spelled, vivid sentences. Few can read simple, direct lan-

EDITOR'S NOTE

Miss Walker grants that schooling should be as pleasurable as possible to the young. But she thinks that we have made secondary education so painless and saccharine that it has become "enervating to scholastic growth and character building." The high schools, she feels, should be sufficiently "like real life" to get teen-agers ready to face the duties and responsibilities they will meet when they leave our portals. Miss Walker teaches in the Department of English, Western Michigan College of Education, Kalamazoo, Mich.

guage with complete understanding. The average freshman will readily admit that he failed to learn how to study in high school. Consequently, he comes to college with an undisciplined mind and inadequate preparation in the tool subjects.

There are numerous factors which might account for these disabilities. Some of them cannot be easily remedied. Many doubtful school procedures and behind-the-scene practices explain why teachers often fail to accomplish their tasks with these students.

Yet the fact remains that teachers in their efforts to make the learning process wholly painless often resort to such anemic practices and procedures that the students lose interest and the desire to learn. A normal student will respond to a real problem. He is not helpless. With sufficient encouragement, he will struggle with the difficult and make a praiseworthy effort. In his heart, he respects the one who makes him work. Why not, then, leave the coddling for those in swaddling clothes?

One Magazine Is Not Enough!

The increasing provision of teaching aids by newspaper and magazine publishers has been accompanied by some very illuminating studies, and has developed some useful new techniques. It has also focused our attention on some new problems, and on new phases of old ones. Some, like the pure advertising motive, are easy to identify. Another may be less evident.

We need to be wary lest the highly attractive offers of quantity subscriptions for classroom use and the carefully worked-out teaching aids, complete with quizzes, tempt us into a modern equivalent of the one-text method in the teaching of current affairs.

There is little difference between having everyone in the classroom read the same magazine each week and having every student read and be responsible for learning the minute details in a history or civics text. The preference, in fact, lies with the books as text, since magazines and leaflets, however well edited, do not grow out of the ordered study of one subject over a period of years, which distinguishes the best texts. But whether it be magazine or book, if either is provided in sets, it is difficult to prevent students from placing complete dependence on one publication, assuming that there is in every field just one authoritative source of information.

And it is hardly conceivable that students can get a clear picture of, for example, the medical needs of the American people unless they read the Survey as well as Today's Health or the Reader's Digest. The New Republic's charts and discussions give a quite different picture of housing problems from that in the Nation's Business, while Fital Specches presents more general discussions

by men prominent on both sides of this very high fence.

The proceedings of the United Nations Security Council are often front-page news, but the student reading headlines often does not know much about the complex activities being directed by UN commissions all over the world. He needs to know the differing functions of the four magazines devoted to the work of the United Nations. Specifically, he ought to know how the United Nations Bulletin, with its official sponsorship, differs from the broader discussions of literary, social, and economic conditions in the UN nations presented in the United Nations World.

The student who leaves high school with an acquaintance limited to the mass-circulation magazines may never know that there are two standard consumer services with monthly bulletins and annual buying guides, which rate brands and tell him what to expect in each. Throughout his life, he will need to draw clear distinction between recommendations made by organizations which use no advertising and the medals and certificates awarded to products advertised in magazines making the awards.

It is high time that . . . careful attention be devoted to the provision of a rich and varied magazine fare for the students in our high schools. For it is most often in magazines that the thoughtful citizen acquires the bases for his judgment about current affairs, and we can ill afford to let our students leave high school without acquaintance with the criteria which will enable them to understand the traditions and purposes behind the content of current periodicals.—Laura K. Martin in Social Education.

THE REPEATERS:

An English Experiment in Salvation

By NELLE ALEXANDER

M OANS, NOT LOUD but deep, usually greet the posting of assignments in the English department of our high school at the beginning of the year, for lucky indeed is the teacher who does not catch at least one "off-section." Last year three of us mounted together when we saw our names above the "12" sections for the first semester.

In Amarillo Senior High, English 12 is the second semester of freshman English. It does not belong in the senior high school but is offered there for the convenience of those students who would otherwise have to travel back and forth to junior high schools.

With the exception of a few transfers and students who have been held back by illness, the "12" sections are composed of the retarded, the repeaters, the truants, the discipline problems. A check of my enrolment at the first class period revealed that all of my students had had English 12 from one to three times. The atmosphere of apathy and rebellion indicated that they cared not at all how many more times they might have it.

Typical of their attitude was that of the boy who seemed their self-appointed spokesman. "Whadda we hafta read?" was his opening question.

When I countered with "Why do you ask?" he replied, "'Cause I ain't never read a book yet and I ain't gonna read one this year." I could feel the resolution being adopted silently but unanimously.

Before me lay the suggested course of study for English 12-Ivanhoe, poetry, and similar fare. In my mind a plan began to

form. And in two other classrooms, I soon learned, very much the same thought process was going on. My colleagues and I met at the end of the week to compare notes. We were of the same opinion—that these students with their history of failure, their defeatest attitude and—for some—their delinquency records, needed something far different from the usual literary diet and approach. With the consent of our curriculum director we embarked upon what might well be termed an experimental semester.

First we eliminated the "You have to read this or else" rule for supplementary reading. We booked the library for a class period. With attractive books on various reading levels tastefully displayed on tables and book wagons, we suggested that the students browse through and look at pictures if they did not wish to read, Many of them checked out books at the end of the hour; others did not succumb so easily. Later, however, a pass to the library to check a book in or out proved too inviting. Besides, nobody had to do supplementary reading.

Antagonism toward doing the required thing is one phase of the psychology of failure. It was this phase we were combatting. The pay-off came when my boaster of that first period asked somewhat sheepishly a few weeks later if I knew another book as good as the one he had just finished.

We cut apart reading workbooks on various grade levels and filed the illustrated articles in folders labeled according to the field of interest. For each folder we made a

EDITOR'S NOTE

"English 12" in Amarillo, Tex., Senior High School is, with a few exceptions, a sort of repository for the failures and the discipline problems. The past school year, Mrs. Alexander and two other teachers were assigned "12" sections. At the first meeting of Mrs. Alexander's section, she found that each inmate had taken the course from one to three times before, and didn't seem to care how many more times he had it. This is the story of how the author and the other two "12" leachers, Hazel Davis and Jeanne Metz, experimentally changed the nature of the course and enjoyed a bit of a triumph with and for their students.

check card so that the student could check himself as he finished a story and the accompanying exercise. We hoped by this procedure to give him the feeling of accomplishment which the failure so badly needs. And—though this may bring a storm of protest from many educators—we introduced them to the Classic Comic of Ivanhoe for comparisons of setting and costume with descriptions we read from the book itself. We did not repeat the reading of the novel in its entirety.

As we worked with these students, we began to understand many things about those who fail which we think every teacher should understand and remember. Nothing is more discouraging than failure, particularly to the teen-age boy or girl who is at that difficult stage of growing up at which group approval is all-important. For him failure of any kind seems appallingly final. He may realize and admit that the fault was his own, but the stigma remains and he reacts in his own individual manner.

He may withdraw into a sort of shell which is not easily penetrable; he may affect a "don't care" attitude, becoming loud and "show offy" in his effort to cover up the hurt; he may sink into a hopeless lethargy from which it seems impossible to arouse him; or if he is one of the fortunate few to have that inner something which only the few do have, he may take it in his stride and learn from it a valuable lesson.

In our effort to combat the feeling of inferiority already so well established in these students, we made a careful study of the reasons for the failure of each. The factors involved were many and complicated. More often than not, mental ability to do the work is not the cause of failure. Physical disturbances, poor health, major or even minor deformities, unfortunate home conditions, emotional upsets—all play a vital role.

A case in point is that of Wayne Saunders—the name is, of course, fictitious, Wayne, who had an I.Q. rating of superior, failed three out of four subjects in his freshman year. Behind that was a history of failure. He had developed an unfortunate complex; he felt that no one liked him; he always had a chip on his shoulder and could seldom concentrate on anything because his mind was too occupied with "settling a little matter" with someone who had insulted him. He was fast approaching a point at which only a trained psychiatrist could help him. What lay behind it all?

Many things. He was the youngest of three children. His older brother and sister had made brilliant records in school, and he well knew even at six that he was expected to do likewise. Unfortunately during his first year in school, because of an unrecognized sight defect, he failed. His mother was forever disgraced; so were his brother and sister. Only his father seemed to have any sympathy for him.

He turned, naturally, to his father. With the defect finally discovered, he did well enough for the next few years, though he never came up to the record set by the other members of his family; and he was never allowed to forget it—at home or at school.

In his seventh-grade year came the worst tragedy that could have befallen him. He lost the father he idolized. He stopped making any effort at all and only his really superior mind got him through the next two years with a few barely passing grades. In his own mind he was once and for all a hopeless failure.

This attitude, which was not that of Wayne alone, had to be changed if anything of lasting value was to be accomplished—and the changing of attitudes is a slow and difficult process. Every opportunity was seized to try to correct one of the varied negative attitudes we encountered. One of us learned that thirteen boys in her class had been stopped by traffic officers or questioned by police within a three-week period. In one or two cases the boys questioned were not guilty, and they had no words for their bitterness toward the policemen they felt were "out to get them."

In this teacher's class was a girl whose father was a police officer. He was a good speaker who was glad to give an hour of his time to talk the matter over in the informal classroom atmosphere. He may not have convinced the boys that he was not their enemy, but he certainly planted a doubt in their minds.

I am afraid I must admit that the grammar we taught was incidental, though there was a definite improvement in writing. We base our claim for the success of our experiment upon two things.

First, when the Reader's Digest Reading Test was given to all high-school English students and the remedial-reading classes formed on the basis of the results, fewer than five per cent of our 12's had to go into remedial classes in comparison with the approximately ten per cent of the sophomore class as a whole.

Second, most of our students finished the semester with a markedly improved attitude toward life in general and school in particular. And that in itself, we feel, is sufficient justification for the innovations we made in our course for repeaters.

"Good Teams" at the Expense of the Student Body

Only a small percentage of the boys in high school are fortunate enough to take part in the school's interscholastic programs. It hardly seems fair that the rest of the boys and all the girls be deprived of a good athletic program for the sake of a few.

Although a coach may be sympathetic to this injustice, rarely does he have enough interest or time to sponsor an intramural program, since his real interest is his team, and he must devote nearly all of his time and effort to it. It is next to impossible for him or anyone else to run an athletic program for the less skilled when so much time and all of the facilities are given over to interscholastic competition.

If a school has two gymnasiums, this may be possible, but in Illinois, one gym per high school is more often the case. When the team must be considered first, last, and always, what chance is there for a successful intramural program?

The tremendous amount of money spent for a baskethall team alone is several times the amount needed for intramurals. An Illinois newspaper recently published the amount a small high school spent on its interscholastic basketball program. One thousand dollars was spent in outfitting and maintaining this basketball team for one year. Pictures were shown of what was used by the team and the expense of each item involved. Each varsity team member required two outfits—one for games at home and one for games away from home. Complete rig for one player amounted to approximately \$50.

Other items for which this school atood the expense were clean towels, first-aid equipment, daily vitamins, laundry that amounted to \$60 each month, and transportation to games. One basketball alone cost \$21. This team used 11 for practice.

A part of this money, of course, is returned in the form of gate receipts; however, it is no secret that these receipts far from cover the total cost of this type of competition. Such expenditure for interscholastic competition is justifiable only if the school can afford a good intramural program and puts it into practice.—ROSEMARY DAVIS in Illinois Education.

I've Returned from Those

"GREENER PASTURES"

By L. W. ANDERSON

Severat. Years ago, I resigned the principalship of a high school and became a specialty salesman. My decision was deliberate and, I then thought, irrevocable—a decision not hastily made after eighteen years in the profession of my original choice.

Looking back, I believe my determination to leave school administration first took root in the war years, for it was then that any jack leg who had sense enough to get to and from his labors could draw a salary far out of proportion to that paid an educator. There were numerous cases of school janitors who received monthly pay checks equal to those paid teachers, and there were even a few students in my school whose pickup pay, on the second shift after school hours, approached my salary very closely.

At first, these inequalities did not upset me too much, for I reasoned that these abnormal situations could not last much longer than the duration of the war. But when I observed that, contrary to President Roosevelt's expressed statement that no millionaires would emerge from the war, there were many ordinary tradesmen, not to mention professional people, who were amassing undue shares of the wealth, my dissatisfaction began to grow. Many of these prosperous people were my personal friends. They seemed to wax and grow rich with no perceptible struggle. They played golf and spent week-ends in the mountains and at the best hotels of restricted clientele. They entertained and guzzled at frequent intervals, sometimes with the sly statement that such entertainment could be charged off as expenses. Although I was not envious of their riotous living nor of their attitude toward the payment of taxes, I was galled by their good living in comparison with my struggle for daily bread.

It was at a district teachers' meeting one day that something snapped in my thinking. I saw two oldsters among us wearing sleek and frayed clothing. I particularly noticed them because they rose in an open meeting and made rather bitter statements against certain provisions of the state retirement system, then being discussed. Was this, I asked myself, the reward of faithful and long tenure? In not too many years would not I arrive at the retirement age with a mere pittance for my keep and bitterness in my heart? My decision to detach myself from the teaching profession was made then and there.

Recalling my success as a book salesman during college days, I turned to sales work. A firm selling soda fountains, drug-store fixtures, and hotel equipment trained me in the knowledge of their lines and in the techniques of selling. I took to the road in mid-summer, filled with determination to make good and to "make money."

In the process of leaving school work, I even disavowed the profession to some of my associates, and burned every bridge in my thinking—so enormous seemed my disillusionment. There would be no turning back for me. I had carefully seen to that!

Suffice it to say that my rewards in the form of commissions were from the start satisfying both to my employer and to me. There was never any question in my mind that I would not be able to improve my

financial status. I worked with enthusiasm steadily and long each day. Meeting prospects, making scaled drawings of their equipment needs, and actual selling presented interesting problems which I accepted unquestioningly. I did not permit any doubts to enter my thinking. By the end of the summer I considered myself a seasoned salesman.

As schools opened in September, I received memoranda from the sales manager of our firm instructing me to call especially on school cafeterias and on division superintendents. I was pointedly reminded in these memoranda that since I had been a school administrator, I should be well equipped to plan the service and refrigeration needs for cafeterias in schools and colleges. These directives did not particularly disturb me; in fact, I rather liked the idea of calling at schools in a different capacity. However, as the months passed on I found myself spending more and more of my time in schools, for many of them at this time were in the process either of enlarging their facilities or of constructing new buildings with modern cafeterias.

In passing through the corridors, I felt a natural interest in observing the school organization. I prided myself on being able to detect from what I saw and heard whether the school was doing a creditable job, and often as not I found myself thinking of the problems of each school as if they were mine. Through open doors I saw eager and indifferent faces, and I heard snatches of inspired teaching. I was drawn as if by a magnet by the activities I encountered. On occasions I made it a point to talk with pupils and teachers, always, of course, with interest in the best features of their school programs. While I was conscious of the attraction school work still had for me, I would not let myself believe that my interest was anything but a natural reaction. I had spent too many years in the teaching profession, I reasoned, to detach myself entirely.

But as I drove through parts of three states, I became genuinely school conscious. At every crossroads there seemed to be a school. The familiar sights of children at play and the pleasant noises of the playgrounds were ever present. Never before had I realized the enormous growth of public education in the hearts and minds of the American public.

On one particular day late the following spring, I was driving just on the outside of a small village on my way to a city some fifty miles distant, when I observed a boy of neat appearance trying to hitch-hike. As a policy, I did not pick up riders, but I sensed that he would be a good risk, and accordingly I offered him a ride. He was well mannered and identified himself immediately. I realized that he was no more advanced than high-school age, and my instant thought was that he was absenting himself from school, as it was then the time of day when schools were in session. However, I soon realized he was no run-of-themill boy. As it turned out, he was on his way to the same city for which I was headed, and where he explained he would that evening appear in a tri-state oratorical contest. He spoke modestly but enthusiastically of his plans. My pride swelled in the knowledge that he was a product of the public schools.

EDITOR'S NOTE

With a wartime economy looming above the horizon and again tempting teachers to leave their profession for better-paying jobs in industry, Mr. Anderson's article is timely reading for all of us. He tells about his recent years as a successful salesman, after resigning a high-school principalship to make more money, and why the larger income he made in business couldn't keep him from returning to his profession the past fall. He now is—with a sigh of relief and a regret for "the lost years"—assistant principal of the Senior High School, Greensboro, N. C.

I inquired as to his vocational interests, expecting him to name one of the usual professions. To my surprise, he replied without any hesitancy and in a non-apologetic manner that he wanted to be a teacher of social science or political science. Momentarily his answer stunned me, but I realized he was sincere. He had no way of knowing I had been with the schools. Here was a youth, I mused, who was not embarrassed about his choice, but was vastly proud of it. I then asked him if he had ever given any thought to salesmanship as a possible choice, adding that most salesmen make good money. He looked at me directly and spoke with conviction:

"No, sir, if money were the object in my life, there are numerous other lines I could prepare for. My father is a farmer and I could make a good living at that, but I believe that our democratic way of life has its greatest test ahead, and I want to be in a position to help keep that way of life alive in the hearts and minds of our people. Teachers have never fully realized their influence in, this common cause of ours."

Shades of Patrick Henry! I thought. This fellow is reproaching me. He has sensed my defection, and he is rubbing it in. To deflect him. I heard myself adding quickly, "But have you ever considered the place of the salesman in building the democracy you are talking about? He has been America's greatest educator to the fruits of labor. One does not have to be in the classroom to spread the spirit of democracy."

His reply was discreet and to the point:
"I do not deny that the problem faces us all whatever our life's work may be. But you must admit that the old have grown selfish and will learn only what they want to learn. The work of the teacher is with the young whose minds are formative and receptive."

My wonder increased. This boy talked like a book might read, and yet I knew that he was sincere. He was not pompous. He was simple and straightforward, and I realized that he would make a real teacher—an inspiring one. God grant, I silently prayed, that he would never be deflected from his purpose in life. While I was silent in thought, he continued.

"The topic of my speech tonight is 'Keeping Democracy Alive,' and I am going to emphasize the part the teacher plays in that process."

By this time we had reached the city limits, and our conversation ceased because the traffic was heavy. I was exceedingly uncomfortable, and I was not unhappy at the prospect of his departure. He had opened up a line of thought that I wanted to forget permanently. I was too disturbed to think of wishing him success when he did finally leave the car.

My plans were to call on a prospect that evening, but instead I found myself scanning the newspaper to learn where the oratorical contest would be held. Shortly after 7:00 P.M. I was on my way to the college auditorium where it was scheduled. There were not many people present, and I seated myself in the rear of the big auditorium in the darkest corner. There were, of course, three speakers, all of them good, but my hitch-hiker was by far the best. He came to the rostrum with fire in his eyes and eagerness in his stride, and spoke with the fluency of knowledge and conviction. I was secretly for him.

After three well-presented orations, the contestants were each given a topic to speak on extemporaneously. My friend's topic was "The American Way of Life." He spoke briefly and to the point on great influences in the building of America, and naturally education was one of the main factors. And then he dropped an A-bomb-devastating and right on the pin point! I heard him saying:

"This afternoon a salesman gave me a ride and tried to convince me of the material rewards of his profession, but as much as I admire all honest endeavor, I cannot believe that he was really a happy man. His emphasis was on the money to be made in selling. Could any man be contented with getting and not giving? As for me, I want to get in the stream of things. I want to know that my life is dedicated to the idea of service, and I want to help our youth understand their wonderful heritage."

That night I returned to my hotel room with a feeling of personal despair. The dismal and lonely setting of that room weighed upon me heavily. Never before had I realized such confused emotions. Why had I forsaken the profession of my youthful choice? Had age calloused me, and was I growing into a grasping old man? Was the search for money the real objective of my life, and had I been sidetracked by the mirage of greener pastures?

My conscience and I and the words of my hitch-hiking friend battled fiercely and long into the night. My attempts to sleep were punctuated with conflict. Before I could finally relax I knew that I must resolve my thinking. Selling, I reasoned, is a time-honored profession that requires perseverance, personality, and technique, It is the emphasis that a man places on things in life that really counts.

However, from that time on I was never able to recapture my enthusiasm for selling. The long trips by automobile became more exhausting, and traveling, which had once appeared to me safe enough, now took on the aspect of being dangerous. The nights in strange hotels in far away places were oppressive, and thoughts of my family seemed constantly with me. I found it increasingly difficult to clinch sales. My subconscious mind was preparing me for my dissolution as a salesman and my re-entry into school work.

The past fall I accepted work in a senior high school as an assistant principal, and I am dedicating my life once again to the noble cause of education. In looking back, I have some regret for the lost years, but I merely feel that I have been away to school taking a refresher course. And, I am convinced that there is a fallacy in the idea of greener pastures—if one has really known the pleasure, as I have, of working with our youth.

If You Need a Good Librarian-

Qualified school librarians are at a premium. In a recent brief study of twenty states the writer found that fewer than half of the secondary schools of the North Central Association had librarians who were fully qualified under association regulations. The results of the study seemed to be in agreement with the opinion frequently voiced by school administrators that the supply is far less than the demand. It appears also that it will be several years at least until a satisfactory adjustment between supply and demand is accomplished. Variation was evident from state to state, and in general the smaller schools were less well off than were the larger ones.

School administrators have indicated growing concern with the problem of personnel. There is a vital need for well qualified librarians who have imagination and vision and who are able and willing to work with pupils and teachers. All teachers should have sufficient library training to make them aware of the role which the library should play in their work and of the ways in which they can utilize it. Obviously the library should not be allowed to become a source of additional cost which will not yield a fair return on the investment in terms of real educational service.

How can schools secure qualified librarians? This continues to be a very pressing question. There is probably no one answer, and only time and considerable effort will provide any answers. However, administrators suggest a number of things that may be done.

(1) Making the profession of school librarian more attractive financially and professionally. (2) Providing financial incentives to encourage faculty members to complete additional training needed to qualify as librarians.—STEPHEN ROMINE in School and Society.

> Events & Opinion -

Edited by THE STAFF

TV EDUCATION CHANNELS: At least one non-commercial educational television station for each large city and each major educational center are the aims of the Joint Committee on Educational Television, which, a United Press dispatch reports, recently presented its case before the Federal Communications Commission. The Committee, representing many educational organizations, wants the F. C. C. to adjust the allotment of very high frequency television channels to make possible the establishment of the educational TV stations for audio-visual teaching purposes.

LADY WELDERS, ETC.: If your school gave courses for the lady welders, riverters, and machinists who pitched in on war production jobs in World War II, you'd better tidy up the shop classrooms and get ready for them again—unless you've attended to that. The Youngstown, Ohio, Board of Education announces that it has already given refresher training courses to 60 women welders of the past war, for jobs in a local plant that is awamped with war orders. And the Youngstown schools say they are prepared "on a moment's notice" to give refresher courses or new training to thousands of other women to fit them for mill jobs.

ATOMIC SOURCEBOOK: The Sourcebook on Atomic Energy, "a comprehensive review of basic non-secret atomic energy information" prepared under the direction of the Technical Information Service of the U. S. Atomic Energy Commission and written by Dr. Samuel Glasstone, consultant of the AEC, has been published by D. Van Nostrand Co., New York, N.Y., announces the AEC.

The publisher was chosen on the basis of competitive bidding, in which a major consideration was that D. Van Nostrand agreed to sell the 546page book, illustrated, bound, and indexed, at the lowest list price, \$1.50. The book concerns the sciestific and technical aspects of atomic energy, and is suitable for use by high-school science teachers and college students, and reference use by superior high-school science students.

THIS IS IT: A little note in the Superintendent's Bulletin of the San Diego, CaL, City Schools urges pupils and teachers to go to see a short film entitled, "You Can Beat the A-Bomb." Possibly some such items are appearing in various school bulletins, and they might be saying, "Look, young folks,

this is what may happen to you, and this is all you can do about it." As one scientist has said concerning people who are oversensitive to the idea of being atom-bombed, "They should have had the forethought to be born in some other century."

TEACHERS VS. PUPILS: A different kind of "class struggle" that exists because most teachers and most students don't understand one another at all was explained by Allison Davis, University of Chicago educator, at the recent Midcentury White House Conference on Children and Youth in Washington, D.C., states an Associated Press dispatch.

Dr. Davis said that most teachers come from the "middle economic and social class" while a majority of the students come from the "lower class." "Our teachers," stated Dr. Davis, "do not understand the behavior and goals of the lower socioeconomic group of pupils. The lower socioeconomic group of pupils, on the other hand, do not understand, and therefore cannot learn, the teachers' culture." And this, he continued, contributes to wasting half of the teacher's time and half of the children's abilities.

We didn't learn whether Dr. Davis had any constructive suggestions about this state of affairs, but obviously "something must be done."

PAN AMERICAN: A resource unit on Mexico, and a small poster on Brazil with two pictures and two pages of text are offered free by the Pan American Union, Washington 6, D.C., to junior or senior-high-school teachers who write, stating the name of their school and the subjects they teach. The Union says that material for Pan American Day, April 14, will be ready by March 1.

COPS AS MODELS: Following the killing of a member of a teen-age gang in Brooklyn, N.Y., by a boy in another gang, a revenge killing was believed averted, says the New York Post, when a Brooklyn judge called a meeting of leaders of the gangs and persuaded them "to observe a peace treaty, not only among themselves, but with the cops as well." Something said at the armistice pariety by Joseph Senatore, a leader in one of the teen-age gangs, is worth repeating. The gang members, Senatore said, had no respect for the cops because they "were cutting in on card games and crap games" in the neighborhood. "If the cops are

crooked, how can you expect us to be straight?" he demanded.

SAFETY HONOR ROLL: If your school has a good safety program and you would like to have it evaluated and given national recognition, you may be interested in the National School Safety Honor Roll conducted by the National Safety Council. Schools that have the School Administrative Service of the Council are eligible for the Roll. A school's whole safety program or just the schoolshop safety program may be evaluated and entered for the Roll. The Council furnishes an evaluation check list for this purpose,

Teachers and administrators, the Council states, have found the Honor Roll "to be highly effective in stimulating student interest in safety and in evaluating the school safety program." Details on this activity may be obtained from Dr. Wayne P. Hughes, Director, School and College Division, National Safety Council, 425 North Michigan Ave., Chicago 11, Ill.

UN FLAG: There have been alarums and excursions in various parts of the country over the problem of whether it is fitting and proper for public schools to display the United Nations flag during UN Week and "other appropriate occasions." The following incidents are samples:

In Millburn, N.J., says a United Press story, the Board of Education voted 4-to-3 against displaying the UN flag in the public schools on special occasions. One board member on the majority side maintained that display of the UN flag would "confuse school children as to whether their allegience was to the United States or the United Nations."

In New York City, says the New York Post, "a bitterly divided audience" took part in a Board of Education meeting on a resolution calling for display of the UN flag in the public schools. Dr. William Jansen, superintendent of schools, "took full responsibility for sending UN flags to the city's schools" for use during UN Week and other occasions. Among those who fought the resolution were representatives of six groups which were not named in the news item. The meeting ended without a decision on the proposal. Some readers might be interested in polling their student bodies on whether display of the UN flag would confuse the students in their allegiance. Somehow we have more faith than the Millburn board member in the intelligence of young people.

DRAFT HITS COLLEGES: Demands of the armed forces in the face of the current dark international situation are causing many Eastern colleges and universities to plan for lower enrollments and revenues in the 1951-52 school year, states an Associated Press dispatch. Estimates from various institutions on the drop in enrollments they expect by the fall of 1951 range chiefly between 20% and 40%. There is widespread hope that the Government will help the situation by sending plenty of armed-forces personnel to the colleges for special training. Chancellor William P. Tolley, of Syracuse University, put it this way: "Unless Uncle Sam or the state steps in, all colleges will be facing the most serious financial crisis since the Civil War."

NEGRO: By a decision of the Board of Trustees of the University of Tennessee, the university has "defied rulings of the U. S. Supreme Court and the State Attorney General" by refusing to accept as students 5 Negroes for whom equal educational facilities could not be offered elsewhere in the state, reports the New York Post, Four of the Negroes have entered suit for admission. The trustees said they were bound by the Tennessee clause decreeing segregated education, rejecting the State Attorney General's reminder that the 14th Amendment of the Constitution guaranteeing equal rights, upon which the Supreme Court had based its ruling, supersedes any state statutes.

ROBERT'S RULES: A prim little book called Robert's Rules of Order, which has helped three generations of American chairmen and motion makers to keep within bounds, will have its 75th anniversary on February 19, 1951, say Scott, Foresman & Co., its present publishers. Before 1875, local meetings were conducted according to conflicting rules based upon procedure in Congress. Henry Martyn Robert, an army officer, prepared Rules of Order to unify and simplify the existing rules for use in everyday meetings.

After various publishers had rejected the manuscript, Robert found a publishing firm that agreed to bring the book out at the author's expense. Some 10,000 copies were sold the first year. The book sells about 50,000 copies a year nowadays, and its total sales, in many revised editions, have almost reached the million-and-a-half mark, Scott, Foresman & Co., which has published the handbook for the past 52 years, is bringing out a 75th anniversary edition. Robert became a general in the U. 8. Army. He died in 1983.

NEW SCHOOLS DEPT .: The School of Memory and Concentration has been opened in New York City "with capacity classes," says an item in the New York World-Telegram and Sun. Dr. Bruno Furst, director, is the author of such books as How to Remember, Stop Forgetting, and A Better Memory.

> Book Reviews -

PAUL S. ROSS and EARL R. GABLER, Review Editors

Using Latin—Book Two, by HARRY FLETCH-ER SCOTT, JOHN FLAGG GUMMERE, and ANNABEL HORN, Chicago: Scott, Foresman and Co., 1950, 447 pages, \$2.64.

Book II of the Scott, Gummere and Horn series called *Using Latin* is a very interesting contribution to modern Latin texthooks. It contains a great variety of material, some of it "made" Latin, some of it extracts from Caesar, and a very good selection from Virgil's *Aeneid*. It is eminently useful in second- and third-year classes.

The authors and the publishers are to be complimented on the type face used and on the interesting collection of pictures and maps.

The appendix contains the usual summary of Latin verbs, nouns, and adjective forms beautifully arranged. The notes and vocabulary are more than adequate. A feature is a list of important names and Latin expressions frequently used. Many teachers will regret the absence here of a list of common idioms. The writer of this review is one who dis-

likes the notes placed at the bottom of a page of reading material. This practice tends to make some pupils rely too much on utilization of notes in class recitations instead of preparation at home.

These are minor weaknesses. The book is definitely an addition to the growing collection of interesting Latin texts.

DAVID P. BERENBERG, Headmaster Franklin School New York City

Fundamentals of Curriculum Development, by B. OTHANEL SMITH, WILLIAM O. STANLEY, and J. HARLAN SHORES. Yonkers-on-Hudson, N.Y.: World Book Co., 1950. xvi + 784 pages, \$4.50.

There is no problem generally receiving more attention in our schools today than that of curriculum reorganization and development. Teachers, principals, coordinators, and administrators are becoming increasingly aware of the need of curric-

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Headmaster, The Dublin School

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ulum change in the light of social change and are endeavoring to bring the two closer together. Fundamentals of Curriculum Development is an excellent basic textbook in curriculum reorganization, containing principles and procedures applicable to the development of an educational program at any level—elementary, secondary, or junior college.

This book, in addition to a thorough treatment of the major curriculum theories generally in use today, emphasizes the principles and techniques of human relations as they relate to curriculum development and change. It provides a summary of the best contemporary theory and practice in the relatively new field of curriculum engineering—diagnosis of the school-community situation, tailoring the curriculum to the community, and the public-relations aspects of curriculum changes.

Considerable attention is given to a critical examination of the existing patterns of curriculum organization and their distinctive and essential characteristics and values. All three general curriculum organizations—subject, activity, and core—are given careful attention.

Fundamentals of Curriculum Development will be found most helpful by teachers and school officials who are concerned with effecting curriculum changes so as to provide a satisfying educational program in today's world.

PAUL S. Ross

Living Poetry, selected and edited by Horace J. McNeil and Dorothy S. Zim-Mer. New York: Globe Book Company, Inc., 1950. 568 pages, \$2.84.

Living Poetry affected me much as the cry of "Gold!" must have thrilled the pioneers at Sutter's

mill, one hundred years ago.

This new anthology has everything that the teen age boy and girl could hope for. Here may be found the satiric humor of Sir John Suckling and the lusty laughter of T. A. Daly; here there blows the "wild west wind" of Shelley over that frost heaved wall of Mr. Robert Frost—from Shakespeare to contemporaries like Coffin and MacLeish the selections are superb. Too many of our poetry books have been "the old masters"—or a too heady dose of the new and the unfamiliar. Living Poetry has the old and loved masters; one may find here also: "The Congo," Lew Sarett's "Mountain Hamlet," William Benét's lovely "Wings," and Kathleen Millay's "Relativity."

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mind of youth is first assailed by sight. Living Poetry's authors display rare taste, both in the number and the quality of their illustrations. These fine pictures halted me in the middle of a busy day with their airy shout: "Slow down! Stop! Dighere may be found real gold."

The "Guides to Poetry" at the book's end are valuable and wonderfully readable. Living Poetry is without exception the finest high-school anthology that I have ever held in my hand.

> EDWIN D. MERRY Wetmore High School Torrington, Conn.

Introduction to Testing and the Use of Test Results, by MARGARET SELOVER, AGATHA TOWNSEND, ROBERT JACOBS, and ARTHUR E. TRAXLER. (Educational Records Bulletin No. 55). New York: Educational Records Bureau, 1950. 107 pages, \$2.

This brief bulletin, a revision of material on testing originally prepared in 1999, admirably accomplishes what its authors intended. As stated in the Introduction, it is a "practical down-to-earth handbook."

The bulletin, written from the guidance point

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of view, suggests types of tests, describes how they should be administered, indicates how they may be scored and analyzed, and concludes with a brief discussion of the uses to which test results may be put. One interesting feature is the inclusion of a case study showing how a testing battery may be applied in a specific situation. Each chapter closes with a list of suggested readings for further study.

The chapter on statistics is exceptionally well done. It explains the significance of rank order, frequency distribution, quartiles, percentiles, standard deviation, norms, coefficient of correlation, probable error, and validity and reliability coefficients. Only in the case of the simplest of these is any space devoted to their calculations.

The bulletin merits the attention of both oldtimers whose training antedates recent testing trends, and of newcomers to teaching who have not yet become aware of the guidance possibilities inherent in a good testing program.

> JULES KOLODNY Samuel J. Tilden High School New York, N.Y.

High Times—700 Suggestions for Social Activities, by Nellie Zetta Thompson. New York: E. P. Dutton & Co., Inc., 1950. 253 pages, \$2.50.

The introduction of this book is not a short preview of what to expect in the chapters following. It lists and describes in detail the steps necessary in making any social affair successful. Effective means of publicity are discussed. Every angle on arrangements is taken into consideration, from place and date to clean-up after the party. Etiquette which is the dominant characteristic of every affair is specifically included. To make this section complete, Miss Thompson includes an extensive source of books, periodicals, and novelty supply houses which supply additional information for every type of an affair.

In the chapters following, seven hundred themes and suggestions are given for banquets, informal dances, miscellaneous social affairs, parties, proms, and teen-age recreation centers. A notable feature of this book is that the beginning of each chapter lists reasons why each type of social function is important to the individual.

Miss Thompson wrote this book primarily for use in school activities. But any individual belonging to any group or club will find these suggestions invaluable. This book opens the door to clever ideas and ingenuity necessary to give that extra something to any party.

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BULLETIN BOARD NEWS

The January Clearing House Is Here

The following excerpts are clues to good professional reading in The Clearing House for January.

I sowed that upon every opportunity I would devote my efforts to the passage of a tenure law with teeth in it. And I have done that until recently. Now I am beginning to wonder, and here are some of the reasons why.—William H. Fisher, p. 259.

Suppose you take this test. It is intended to test your potentialities as a principal by checking your actual actions as a teacher. There are three parts to it-recall, completion, and yes or no.-Laura Edwards Golden, p. 268.

When this list of "values" is compared with the list of "participation and use," the first reaction one has is that principals spend a lot of time with techniques that they judge to be of little value.— C. Earle Hoshall, p. 272.

During the past the sociology classes of Central High School have written to numerous famous persons of our nation for their rules of success. . . . It is our belief that these letters will prove a valuable assistance to teachers and pupils in the social-studies field, and that is why they are being offered for publication.—J. Pope Dyer, p. 280.

What special techniques are helpful in the handling of general-education courses? This article, written strictly from the classroom teacher's point of view, is an attempt to answer such questions, based upon my experience in teaching general-education

courses in Rochester, N.Y., during the past five years.-Carlos de Zafra, Jr., p. 184.

"That is not the right motion. I want a motion to buy potted palms! That's why we had this meeting—to buy potted palms!"—Rosamond Mc-Pherson, p. 289.

There is no end to the colloquial composition starters that teachers and students can draw up. The essential idea is to pick out terms ordinarily used in conversation to introduce a story or to carry the talk one step further.—Elizabeth Pilant, p. 291.

Having read a great deal of material on Life-Adjustment education in the past year or two and used much of it in one way or another, I have come to wonder whether we are not barking up the wrong tree in our emphasis. . .—Henry J. Adams, p. 892.

Yet the fact remains that teachers in their efforts to make the learning process wholly painless often resort to such anemic practices and procedures that the students lose interest and the desire to learn.

—Louise J. Walker, p. 300.

Moans, not loud but deep, usually greet the posting of assignments in the English department of our high school at the beginning of the year, for lucky indeed is the teacher who does not catch at least one "off-section."—Nelle Alexander, p. 301.

Articles featured in the January Clearing House:

A Former Booster Turns Against Teacher Tenure	259
Teachers, Textbooks, and the United Nations	263
Three-Part Test for Would-Be Principals Laura Edwards Golden	268
In Service Education of Principals: A Study	271
"Teacher Suggestions" and Administration	275
Selective Registration Cuts Changes, Drop-Outs	278
Success Letters to My Students from Famous Persons	280
Techniques in Teaching General Education	284
The Palms: "But That's \$250!"	287
Trigger Words: They Start the Themes Rolling Elizabeth Pilant	290
Life Adjustment for Their Stomachs	292
Noon Activities: Effective Schedule of Recreation	295
Our Pampered Teen-Agers	298
The Repeaters: An English Experiment in Salvation Nelle Alexander	301
I've Returned from Those "Greener Pastures" L. W. Anderson	304

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Teacher Counseling, by Dugald S. Ar-Buckle. Cambridge, Mass. Addison-Wesley Press, Inc., 1950. 178 pages, \$3.50.

The question, "Should teachers counsel?" is answered both affirmatively and positively by Mr. Arbuckle. He assumes that counseling is the very "core" of personnel work and the teacher is the "key figure" in the personnel program. Numerous cases are included which show that teachers not only counsel but with varying degrees of effectiveness.

Since teachers should and do counsel, how can they do so more effectively? Teacher counseling is defined and a simple statement of the framework for non-directive counseling is provided. Many examples of teachers applying the non-directive counseling technique in natural face-to-face relationships with students are outlined and discussed in an effort to answer the question raised above.

This book does not de-emphasize the role of the specialist in guidance nor does it threaten the teacher with extra duties. It does not provide in one volume a technical course in psychotherapy designed to turn out professional counselors at home. It is a simple, concise statement of how the non-directive technique can be applied by teachers.

Teachers in the upper-elementary, juniorsenior-high schools, and colleges who consider students to be more than depositories for subject matter will find this book both helpful and reassuring.

ROBERT G. FISK

Central Washington College of Education Ellensburg, Wash.

With Focus on Human Relations—A Story of an Eighth Grade, by HILDA TABA and DEBORAH ELKINS for Intergroup Education in Cooperating Schools. Washington, D.C.: American Council on Education, 1950, 227 pages, \$2.50.

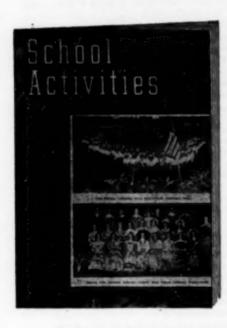
This book gives a three-year story of the development of a human-relations program in a city school. How the teacher discovered the children's problems and helped them to find their own solutions gives evidence that this is a genuine progress report, rather than a list of aims and a final evaluation.

Once the needs had been diagnosed by sociometric choices, interviews, open themes, parent interviews, and diaries, the teacher was faced with the problem of how to integrate the new procedures with her subject-centered curriculum. Trial and error were important in setting up and carrying on the program, materials for which are given in a four-and-a-half page list at the end of the book. Sometimes the teacher read selected passages and left the solution to a group discussion; in other

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FRANCIS J. SULLIVAN
Public School 164 Man.
New York City

Economics in Our Democracy, by Albert H. Saver, Charles Cogen, and Sidney Nanes. New York: Harper & Bros., 1950. 677 pages, \$3.36.

This text will enable high-school students to gain an intelligent understanding of the economic forces and factors which characterize our society. The reader is oriented to our closely knit economy through an investigation of such broad areas as business enterprise, the role of labor, the place and problems of agriculture, and the problems of the individual as a consumer.

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Teachers and students alike might well consider Economics in Our Democracy a rich and substantial source of information for those in quest of a better understanding of the role and importance of our economic institutions in a dynamic society.

ARDELLE LLEWILYN
Secondary Education Dept.
New York University

Una vida bajo la tirania, by Tulio Manuel. Cestero, edited with Introduction, Notes, Exercises, and Vocabulary by Albert Horwell Gerberich and Charles Franklin Payne. Boston: D. C. Heath & Co., 1950. xxxii + 281 pages, \$1.88.

This novel, originally published in Paris in 1915 under the title of La sangre: una vida bajo la tirania,

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The style and format of this textbook are commendable. The paper is good. The type is clear and distinct. There are very few misprints. The notes, placed at the end of the book and covering thirty-four pages, are devoted to clearing up syntactical difficulties, translating difficult phrases, or explaining allusions. The exercises (twenty-nine pages) consist of a variety of exercises: questions in Spanish on the text: vocabulary study; synonym matching; completion exercises; idioms for use in original sentences; and cognate study. A Spanish-English vocabulary of about 4,700 entries completes the text.

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Pamphlets Received

Cooperative Research and Curriculum Improvement, by Horace Mann-Lincoln Institute of SCHOOL EXPERIMENTATION. New York: Bureau of Publications, Teachers College, Columbia University, 1950. 65 pages, 40 cents.

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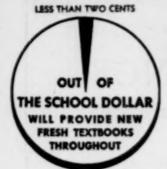
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